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The Achievement of Conflict-Related Goals Leads to Satisfaction with Conflict Outcomes

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by

David R. Dunaetz

Claremont Graduate University

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APPROVAL OF THE REVIEW COMMITTEE

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of David R. Dunaetz as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy in Psychology.

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Abstract

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by

David R. Dunaetz

Claremont Graduate University: 2014

Interpersonal conflict, a process involving perceptions of differences and opposition, is often an undesired but inevitable consequence of interaction between individuals. Multiple goals (internal representations of desired states) can be present in interpersonal conflict. Past studies identify four major categories of conflict-related goals: content goals, relationship goals, identity goals, and process goals; the last three may be classified together as social goals. Several hypotheses were tested in an online experiment in which adult members of evangelical churches ($N = 276$) imagined themselves in various church-related conflict situations. Participants were assigned to one of two conditions; in one condition, participants read scenarios where their content goals were achieved and in the other condition, participants read scenarios where their content goals were not achieved. Each participant read a series of three scenarios involving the different types of social goals. For each of the three scenarios, they imagined how satisfied they would be with two different outcomes. In the first outcome, in addition to achieving or not achieving their content goal (depending on the condition), they did not achieve the social goal that was made salient (e.g., the relationship is damaged or they lose face); in the second outcome, they achieved this social goal. In addition, participants completed individual difference measures of dominance, sociability, face threat sensitivity, and justice sensitivity. This study found support for the hypothesis that the achievement of each type of conflict-related goal leads to greater satisfaction with the conflict outcome than not achieving the goal. It also found support for the hypothesis

that the achievement of two conflict-related goals (specifically, a content goal and a social goal) interact to lead to greater satisfaction with the conflict outcome beyond the main effects of achieving each goal individually. Additionally, this study tested hypotheses that individual differences (dominance, sociability, face threat sensitivity, and justice sensitivity) moderate the relationship between conflict-related goal achievement and conflict outcome satisfaction.

Support was only found for the hypothesis that individuals higher in sociability report greater differences in satisfaction when their relationship goals are achieved (relative to not achieved) than those who score lower in sociability. The results imply that, when both a content goal and a social goal are present, disputants are especially satisfied when both goals are achieved.

Exploratory analyses also indicated females, younger adults, and people with greater church involvement responded more strongly to achieving goals than males, older adults, and those with less church involvement. This information can be used by disputants, negotiators, and mediators who are concerned about maximizing joint outcomes.

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CHAPTER ONE

Introduction

Interpersonal conflicts are among the most difficult parts of life. Although most people would prefer to avoid them, such experiences are inevitable. But interpersonal conflicts do not simply occur randomly. Rather, conflicts are motivated by goals and serve diverse functions (Coser, 1956). Understanding the goals of each disputant in a conflict makes constructive conflict resolution more likely because integrative solutions to problems may be found which meet the multiple goals of both disputants (Fisher, Ury, & Patton, 1991; Rahim, 2001).

However, much remains to be explored concerning the relationship between conflict-related goals and conflict outcomes (e.g., how the disputants evaluate the results of a conflict). This study explores the relationship between the achievement (or non-achievement) of various conflict-related goals and satisfaction with the conflict outcome. The moderating role of theoretically-relevant individual differences is also explored. Increased knowledge of these relationships will not only contribute theoretically to understanding the role of conflict-related goals in conflict outcomes, but will also provide information applicable to many conflict situations which people encounter in their everyday lives.

Interpersonal conflict can be defined as the “process that begins when an individual . . . perceives differences and opposition between [himself or herself] and another individual . . . about interests and resources, beliefs, values, or practices that matter to them” (de Dreu & Gelfand, 2008, p. 6). Interpersonal conflict may result from perceived or actual interference in achieving one’s own goals, or as perceived or actual incompatibility of the two disputants’ goals. The process continues when the individuals in conflict respond with behaviors that influence the degree to which their goals are achieved. The degree to which their goals are achieved may, in

turn, influence each individual's satisfaction with the outcome of the conflict. A global evaluation of the outcome of the conflict process is the focus of this study. Interdependence theory (Kelley & Thibaut, 1978; Thibaut & Kelley, 1959) predicts that relationships will be satisfying to the degree that the benefits outweigh the costs. A similar analysis of the costs (non-achievement of goals) and benefits (achievement of goals) may influence how an individual evaluates the outcome of a conflict.

Goals may be defined as an individual's "internal representations of desired states" (Austin & Vancouver, 1996, p. 338). These desired states may vary with time and are a function of both the person and the situation. They are characterized by equifinality: The desired states may often be achieved by any of several means. Goals may also be arranged hierarchically in mental representations such that the achievement of a subgoal is seen as contributing to the achievement of a higher level goal. For example, if a husband's overall goal is to have a happier marriage, a subgoal could be to avoid criticizing his wife for a week. A conflict-related goal would thus be any mental representation of a desired state that an individual in a conflict possesses. These mental representations may occur at any point in a conflict process. Normally, the individual will attempt to achieve these goals through conflict behaviors (e.g., withdrawal, attacking, or negotiation) which can influence the conflict process and outcomes.

An essential characteristic of goals is goal importance which can be conceptualized as an evaluation of the consequences of achieving or not achieving a goal (Austin & Vancouver, 1996; C. Harris, Daniels, & Briner, 2003). Goal importance can also be described as goal attractiveness (Wright & Brehm, 1984) or intensity (Latham & Locke, 1991). The importance of a goal leads to prioritization which determines the effort and persistence exerted to achieve the goal. The more important a goal is, the greater the satisfaction that comes from achieving it and the greater the

dissatisfaction that comes from not achieving it (Austin & Vancouver, 1996; C. Harris et al., 2003).

There are multiple factors that influence goal importance (Austin & Vancouver, 1996). The first set of factors concern the personality and other individual differences that characterize the individual possessing a goal. The same goal will have different levels of importance across individuals depending on the motivation of the individual (Costa & McCrae, 1988; Murray, 1938), the specific desires of the individual, the degree to which the person believes that the goal is attainable (Bandura, 1997), and how much forethought has gone into attaining the goal (Lord & Hanges, 1987). A second set of factors influences goal importance over time. The importance of a goal varies within an individual over time as changes occur in either the environment or the individual. Because the importance of the goal varies with changes in the person or the environment, the behavior exerted by a person to achieve the goal will also vary (Lewin, 1936). A third set of factors that influence goal importance concerns the presence of other goals. Goals interact in such a way that the presence of some goals influences the importance of other goals. The relative importance of goals determines how an individual will allocate resources to achieve the goals. The presence of higher order goals, such as the centrality of achieving a goal to one's self-concept or goals that affect one's social system, will influence the importance of goals that are seen as intermediate steps to achieving the higher order goal (Boden, 1973).

Classification of Conflict-Related Goals

Conflict-related goals may be focused on a wide range of desired states. Numerous researchers have offered different classification schemes for organizing and clustering them (Curhan, Elfenbein, & Xu, 2006; Jehn, 1997; Lax & Sebenius, 1986; Ohbuchi & Tedeschi, 1997; Pruitt & Rubin, 1986; Wilmot & Hocker, 2001). For example, Ohbuchi and Tedeshi (1997)

identify resource goals, relationships goals, identity goals, and justice goals. Similarly, Curan et al. (2006) classified the primary concerns as instrumental outcomes, relationship, self, and process. There is a tendency in both empirical and conceptual studies to classify conflict-related goals into four specific categories that can be fit into two broad supracategories, although the terminology used for these categories and supracategories varies widely (Dunaetz, 2010). In this study, a heuristic classification scheme for the different conflict-related goals will be used that is based on the synthesis of the classification schemes found in previous literature. It is a reasonably complete classification of the different types of conflict-related goals, all of which may exist at the same time in the same conflict. This means that each individual in a conflict may concurrently have multiple goals in a given conflict, all of which will fit into this classification scheme (Ohbuchi & Tedeschi, 1997).

Thus, in this study, the two supracategories are labeled *content goals* and *social goals*. Whereas content goals concern the allocation and division of readily assessed resources (whether concrete, like money, or abstract, like a position within an organization), social goals involve psychosocial phenomena. Social goals do not concern the perceived limited resources which may lie at the surface of the conflict, but rather social elements which involve the other disputant or psychological processes within an individual (Jehn, 1997; Pruitt & Rubin, 1986). In comparison to content goals, social goals may be much more difficult for an individual to identify and verbalize. Social goals may be differentiated into three types: relationship, identity, and process. Thus conflict-related goals can be classified into four categories: content, relationship, identity, and process goals (Pruitt & Rubin, 1986; Wilmot & Hocker, 2001).

Content Goals. The first category of conflict-related goals may be designated as *content*. These goals refer to the easily identified content or topic of the conflict which tends to be the

focus of the communication that occurs between the disputants. In conflict literature, these goals are called concern for self (Pruitt & Rubin, 1986), task goals (Jehn, 1997), resource goals (Ohbuchi & Tedeschi, 1997), substantial goals (Lax & Sebenius, 1986), content goals (Wilmot & Hocker, 2001), or instrumental goals (Curhan et al., 2006). Throughout the literature, this category represents the most accessible surface level goals of the conflict which the disputants are readily able to identify. These goals concern what the disputants say they want. These goals often serve as the basis of discussion in a conflict because they are easily accessible with little or no introspection. Typically they concern the distribution of limited (or perceived limited) resources. Examples would include an individual's ideas concerning how a couple should spend money or what features should be added to a company's new product. Although goals in this category may almost always appear with goals in other categories (de Dreu & Weingart, 2003), conceptually this category is quite distinct from them. Content goals form a category of conflict-related goals distinct from the other, more socially oriented goal categories, both because content goals are easy for the disputants to identify relative to the other categories of goals and because social concerns may be minimally important or non-existent.

Relationship Goals. A second category of goals contains *relationship* goals that concern how the disputants want to relate to and interact with one another. Across the streams of research, this category of social goals focuses on desired interpersonal processes and states involving the disputants (Curhan et al., 2006; Jehn, 1997; Lax & Sebenius, 1986; Ohbuchi & Tedeschi, 1997). These goals may include maintaining or increasing interdependence, having agreeable interactions, or having oneself or the other disputant behave in certain ways (Curhan et al., 2006; Jehn, 1997; Wilmot & Hocker, 2001). Such goals may be positive and imply, to some degree, a mutually beneficial relationship. Yet relationship goals may also be negative and

include states or behaviors which are not mutually beneficial, such as domination (Lax & Sebenius, 1986) and expressing hostility (Ohbuchi & Tedeschi, 1997). Nevertheless, goals in this category all involve a desired state that concerns the relationship between the disputants.

Identity Goals. A third category of conflict-related goals primarily concern *identity* issues. These goals include how the disputants want to be perceived by themselves, by each other, or by parties external to the conflict. These goals may include saving face for self, saving face for the other disputant, membership in groups, or consistency in one's own values and behavior (Curhan et al., 2006; Wilmot & Hocker, 2001). Consistency in one's values and behaviors is an especially important identity goal because values are core elements of one's identity (Hitlin, 2003) and inconsistency in one's values and behavior leads to an undesirable state of discomfort (Festinger, 1957). In summary, identity goals represent desired states of how a disputant wants to be perceived by self or by others.

Process Goals. The fourth category of conflict-related goals concerns the *process* by which the conflict is managed. These are social goals concerning the behavior of the two disputants during the conflict process. People tend to desire the conflict process to be just and fair (Ohbuchi & Tedeschi, 1997; Curhan et al., 2006). Process goals may also include the desire that one or both disputants have a voice or that an appropriate set of decision making rules be followed (Fisher et al., 1991; Wilmot & Hocker, 2001). Process goals are thus goals an individual has concerning how the conflict will be managed and perhaps resolved.

Because relationship goals, identity goals, and process goals all have a social element in the desired states they describe, these three goal types can be classified into a supracategory of social goals. Thus the four categories of conflict-related goals (content goals, relationship goals, identity goals, and process goals) serve as a reasonably complete classification scheme and all

four categories can all be compared and contrasted, but the categories of content goals and social goals can also be used as a near exhaustive classification of conflict-related goals.

Effects of Conflict-Related Goal Achievement

Although four principal categories of conflict-related goals (which can also be grouped as content and social goals) have been identified and described in previous research, important questions remain about conflict-related goals, especially questions concerning the effects of attaining or not attaining the goals. Previous research has found that concern for (including both awareness of and behavior leading to the achievement of) both one's own goals and the goals of the other disputant predicts the highest joint outcomes for the disputants and the organization or team of which they are members (de Dreu, Weingart, & Kwon, 2000; Pruitt & Rubin, 1986; Rahim, 2001). However, little research has been done concerning how *attaining* (or not attaining) various conflict-related goals affects individuals. Better understanding how individuals respond to a conflict when their goals are or are not attained can lead to improved management of interpersonal conflict in applied settings. For example, in voluntary associations, membership attrition is likely to occur if members are not sufficiently motivated to remain in an organization when personal goals are not attained, due to conflict or other reasons (Etzioni, 1975; M. Harris, 1998; McPherson, 1981). To better manage interpersonal conflicts in organizations, it would be useful to know if this is true for all types of conflict-related goals, and if there is an interaction between achieving (or not achieving) certain types of goals which predict individuals' responses to conflict outcomes.

Conflict-Related Goal Achievement and Conflict Outcome Satisfaction. A person involved in a conflict will sometimes view the outcome positively and will sometimes view it negatively. Satisfaction with the conflict outcome, conceived as a global evaluation of the

various results of the conflict, can predict post-conflict behavior, such as attrition in organizations (Harman, Lee, Mitchell, Felps, & Owens, 2007; Lee & Mitchell, 1994) and the termination of relationships (Hendrick, Hendrick, & Adler, 1988). If people feel that their goals have not been achieved in a conflict or a series of conflicts (e.g., they did not get what they wanted), they are more likely to leave an organization or a relationship. Previous research concerning conflict-related goals has tended to focus on conflict strategies that maximize joint outcomes (de Dreu, Evers, Beersma, Kluwer, & Nauta, 2001). The dual concern model of conflict management predicts that joint outcomes will be greatest when both parties search for solutions that respond to the concerns of self and the concerns of others (Pruitt & Rubin, 1986). In an organizational context, to increase the likelihood that the net outcome of a conflict is positive for an organization, managers need to direct disputants to seek solutions that respond to the concerns (or goals) of each disputant (Rahim, 2002). However, the relationship between conflict-related goal achievement and conflict outcome satisfaction on the individual level needs to be better understood, including when multiple goals are present.

The relationship between multiple goals and satisfaction has been examined from a number of perspectives. For example, the pursuit of personally and culturally valued goals leads to greater satisfaction with life (Cantor & Sanderson, 2003). The presence of multiple goals may transform the strength of intrinsic and extrinsic motivation, with reduced satisfaction coming from accomplishing extrinsically motivated goals (Ryan & Deci, 2000). The relationship between multiple goals and satisfaction has also been studied in various organizational contexts. For example, achieving difficult goals in a work context can lead to job satisfaction (Locke & Latham, 1990) or having multiple goals for participating in volunteer organizations may decrease the satisfaction that comes from the volunteer service (Kiviniemi, Snyder, & Omoto, 2002). This

study, however, will focus on conflict related goals and how their attainment affects satisfaction with the outcome of the conflict. More specifically, this study will focus on the relationship between an individual's conflict outcome satisfaction and the achievement (or non-achievement) of one content goal and one social goal, including the main effects, the potential interaction, and the moderating role that selected personality traits might play.

Main Effects of Conflict-Related Goal Achievement. Because goals represent the desired outcomes in a conflict (Austin & Vancouver, 1996), it is likely that an individual will be more satisfied with achieving a goal than not achieving it. It can therefore be hypothesized that the achievement of a conflict-related goal will lead to satisfaction with the conflict outcome. Thus a general hypothesis is:

H₁ (achievement satisfaction hypothesis): The achievement of a conflict-related goal will lead to greater satisfaction with the conflict outcome than will the failure to achieve the conflict-related goal.

When a conflict-related goal of an individual is achieved, regardless of its importance or the presence of other conflict-related goals, the individual should be more satisfied with the conflict outcome than when that goal is not attained. Certainly, the importance of the goal should affect the level of satisfaction associated with achieving or not achieving the goal. But the achievement of any goal should lead to a higher level of satisfaction than will not achieving the goal. This achievement satisfaction hypothesis should be true for each type of goal examined independently: content, relationship, identity, and process.

The achievement of each type of goal should contribute to the satisfaction with the conflict outcome. However, research in the field of prospect theory (Kahneman, 2011; Kahneman & Tversky, 1979, 1984) indicates that the relationship between the achievement of

one goal and conflict outcome satisfaction might be moderated by whether another goal in the conflict is achieved or not. Specifically, the difference in satisfaction between achieving and not achieving one goal may depend on whether another goal is achieved or not achieved.

Interactions in the Achievement of Conflict-Related Goals. If both content and social goals lead to greater conflict outcome satisfaction when achieved, prospect theory (Kahneman, 2011; Kahneman & Tversky, 1979, 1984) may be used to predict that the achievement of content goals and social goals (relationship, identity, and process goals) have more than simple additive contributions to conflict outcome satisfaction; it is possible that there is an interactive contribution. Content goals tend to be the focus of conflict and are likely to influence the satisfaction that an individual has with the outcome of the conflict, as hypothesized above. But the relationship between content goal achievement and satisfaction may be moderated by the achievement or non-achievement of any social goals. The two concepts *loss aversion* and *diminishing sensitivity*, as proposed in prospect theory (Kahneman, 2011; Kahneman & Tversky, 1979, 1984), lead to the prediction of an interaction.

Loss aversion is a common human tendency that interprets losses of a certain amount to be weighted more negatively than gains of the same amount are weighted positively (Kahneman, 2011; Kahneman & Tversky, 1979, 1984). For example, a loss of \$10,000 tends to be weighted more heavily than a gain of \$10,000; experiencing a loss of \$10,000 followed by a gain of \$10,000 (or vice versa) tends to be viewed negatively, not neutrally, by people experiencing it. The reference point by which an event is judged positively (a gain) or negatively (a loss) is subjective and may vary from person to person; prospect theory does not assume an objective reference point. Not achieving a conflict-related goal may be viewed as a loss relative to an individual's subjective reference point (e.g., the state before the conflict arose), while achieving

a conflict-related goal may be viewed as a gain relative to the reference point.

Diminishing sensitivity is similar to the economic principle of diminishing marginal utility (the happiness of winning \$20,000 is less than twice the happiness of winning \$10,000; Gossen, 1854/1983) and the psychophysical principle of Fechner's law (the perception of loudness of two identical bells is less than twice the loudness of one of the bells alone; Fechner, 1860/1966). Diminishing sensitivity is the phenomenon in which successive equal increments of gain (or loss) are subjectively experienced as having less effect. This would mean that the change in satisfaction coming from achieving two goals of similar importance would be less than twice the change in satisfaction of achieving one of them. Likewise, the change in dissatisfaction from not achieving two goals of similar importance is less than twice the change in dissatisfaction of not achieving only one of them.

If the phenomena of both loss aversion and diminishing sensitivity occur in conflicts, then it is possible to predict how the achievement of two conflict-related goals interact in influencing conflict outcome satisfaction. If we assume two conflict-related goals are equally important, prospect theory would predict that the level of satisfaction with achieving one conflict-related goal in combination with not achieving another conflict-related goal would be lower than the initial reference point (e.g., satisfaction before the conflict began) because of loss aversion. However, if the two goals are both achieved, the principle of diminishing returns predicts that the gain in satisfaction from achieving a second goal is less than the gain in satisfaction in achieving the first goal, relative to the reference point. Similarly, if neither goal is achieved, the loss of satisfaction in not achieving a second goal is less than the loss of satisfaction of not achieving the first goal. Combining these phenomena means that the level of satisfaction when one goal is achieved and one goal is not achieved will be closer to the level of

satisfaction of not achieving either conflict-related goal than to the level of satisfaction of achieving both conflict-related goals. Thus, when people achieve neither goal, their satisfaction will be very low. If they achieve both goals, their satisfaction will be relatively high. But if one goal is achieved and one is not achieved, then the satisfaction will be low, closer to the first case (no goals achieved) than to the second case (both goals achieved). This combination of effects results in an interaction (Aiken & West, 1991) such that the change in satisfaction from achieving one goal depends on whether another goal has been achieved or not.

To illustrate this effect, suppose the change in satisfaction from achieving a first goal is +2. The principle of loss aversion predicts that the change of satisfaction if the goal is not achieved would be greater, say -4. If a second goal (of equal importance) is achieved, the gain of satisfaction might be +2 if the first goal is not achieved, but only +1 if the first goal is achieved, due to diminishing returns. This means that there is an interaction between the two goals; the change in satisfaction coming from achieving the second goal depends on whether the first goal was achieved or not. Similarly, if the second goal is not achieved, the change in satisfaction might be -4 if the first goal is achieved, but only -2 if the first goal is not achieved, once again an interaction due to diminishing returns. This leads to the conclusion that if both goals are achieved, the satisfaction would be +3. If both goals are not achieved, the satisfaction would be -6. However, if one goal is achieved and one is not achieved, the satisfaction would be -2 (which is closer to the level of satisfaction when both goals are not achieved than when both goals are achieved).

Now, it is not likely, when multiple goals are present, that all goals will be equally important. In the presence of unequally important goals, prospect theory would still predict an interaction of conflict-related goal achievement such that the change of satisfaction coming from

achieving (or not achieving) a second goal depends on whether the first goal is achieved. This implies that goal satisfaction would be significantly higher when both goals are achieved than would be expected from the main effects of achieving each individual goal (relative to not obtaining it). However, we cannot conclude that the level of satisfaction from achieving only one of two goals will be closer to the level of satisfaction of not achieving either goal than to the level of satisfaction of achieving both.

This study will seek to find evidence for this phenomenon when one goal is a content goal and one goal is a social goal. If this interaction exists, when the social goal is not achieved, there will be a relatively small increase in conflict outcome satisfaction when the content goal is achieved (compared to when the content goal is not achieved). However, when the social goal is achieved, there will be a larger increase in conflict outcome satisfaction when the content goal is achieved (relative to when the content goal is not achieved). This would be true because the phenomena of loss aversion in the presence of diminishing sensitivity makes partial gain/partial loss appear more similar to complete loss than complete gain.

In other words, overall satisfaction resulting from the achievement of a social goal is moderated by the achievement of a content goal. When a content goal is not achieved, there will be a small increase in satisfaction when a social goal is achieved. When the content goal, however, is achieved, there will be a relatively larger increase in satisfaction when the social goal is achieved.

Thus the second hypothesis may be stated as:

H₂ (goal interaction hypothesis): Content and social goal achievement will interact in predicting conflict outcome satisfaction in such a way that the difference in conflict outcome satisfaction when a content goal is achieved (relative to not

achieved) will be greater when the social goal is achieved than when the social goal is not achieved.

This interaction should occur for each type of social goal. Thus evidence for this hypothesis should be found for content goals interacting with social goals in general, as well as with specific relationship, identity, and process goals.

Although the achievement of one goal may moderate the conflict-related goal satisfaction that comes from achieving another goal, it is also likely that individual differences moderate the relationship between achieving certain goals and an individual's satisfaction with the conflict outcome (e.g., Harvey, Blouin, & Stout, 2006).

Individual Differences as Moderators of the Relationship between Conflict-Related Goal Achievement and Conflict Outcome Satisfaction

In any situation, including conflict situations, a person's response is likely to be influenced not just by the situation, but also by characteristics of the individual (Argyle & Little, 1972; Funder, 2008; Lewin, 1936). Thus the relationship between conflict-related goal achievement and conflict outcome satisfaction may vary from person to person, depending on the differences between individuals.

Personality traits are conceived of as behavioral, motivational, affective, and attitudinal tendencies (Ajzen, 2005; Ajzen & Fishbein, 1977; Costa & McCrae, 1988, 1992; Ickes, 2003; Jaccard, 1974). The motivational aspects of traits are especially important in understanding reactions to goal achievement. Specific *needs* (Murray, 1938) may be considered goal directed behavioral tendencies and thus considered "motivational traits" (Costa & McCrae, 1988, p. 264). These needs or motivational traits may moderate the relationship between conflict-related goal achievement and satisfaction with the conflict outcome because the importance of a goal will

vary with a person's needs or traits. This would mean that people who are high in a certain trait will gain more satisfaction in achieving a goal than people who are low in the trait. For example, the relationship between social support and job satisfaction is stronger in people higher in extraversion than people lower in extraversion (Burnett, Williamson, & Bartol, 2009).

Although most of the past research concerning personality traits and conflict has been concerned with predicting conflict management styles (e.g., Antonioni, 1998; Moberg, 1998; Van de Vliert & Euwema, 1994), personality traits have been demonstrated to predict other responses to conflict (e.g., organizational membership duration; Dunaetz, 2011). This current study is possibly the first study to examine the relationship between personality traits and conflict outcome satisfaction.

Viewing personality traits as moderators of a relationship between conflict outcome and satisfaction may be considered an *interactional strategy* (Endler & Magnusson, 1976; Snyder & Ickes, 1985). It assumes that a reaction to a situation (in this case, satisfaction with the conflict outcome) is a function of the multiplicative product of the strength of a trait in an individual and the binary presence of a situation (whether or not a goal is achieved). It assumes that there is a linear relationship between the strength of the trait and the reaction to a given situation. This approach also assumes that the influence is unidirectional (the trait and the situation influence the reaction but the reaction and the situation do not influence the trait).

This study does not propose hypotheses to find all traits that might moderate the relationship between conflict-related goal achievement and conflict outcome satisfaction, but only hypotheses concerning one potential moderator for each of the four conflict-related goal types. These hypotheses will only concern the achieving of one conflict-related goal type at a time, regardless of whether the other conflict related goals are achieved or not. The hypothesized

moderators are personality traits believed to be closely associated with the needs that provide motivation to achieve the corresponding goals. They were chosen because they are potentially the traits most relevant to the behaviors and motivations associated with these needs.

Dominance and Content Goals. The need to control others and one's environment has been identified as *dominance* (Gough & Bradley, 1996; Gough, McClosky, & Meehl, 1951; Murray, 1938). People high in dominance tend to be assertive, confident, and task-oriented; those very high in dominance may be domineering or overbearing, while those low in this trait tend to be quiet and unassuming (Gough, 2000).

Content goals are often associated, and even defined, as focusing on accomplishing tasks (Jehn, 1997; Wilmot & Hocker, 2001). The characteristics associated with dominance (such as being task-oriented) indicate that high dominance people may be more concerned about content goals than people low in dominance. If this is the case, it can be hypothesized that people who are high in dominance will be more sensitive to whether their content goals are achieved or not.

H₃ (content satisfaction moderated by dominance hypothesis): The relationship between content goal achievement and conflict outcome satisfaction will be moderated by the trait of dominance, such that the impact of achieving a content goal will be greater on people higher in dominance than people lower in dominance.

Specifically, the relationship between achieving a content goal and satisfaction with the conflict outcome will be stronger in high dominance individuals than in low dominance individuals, regardless of whether other conflict-related goals are achieved or not.

Sociability and Relationship Goals. The need for affiliation with other individuals has been identified as the trait of *sociability* (Cheek & Buss, 1981; Murray, 1938). This trait is

characterized by a strong motivation to be with others and develop relationships with them.

People high in this trait tend to be outgoing, at ease with others, and enjoy participating in social activities (Gough, 2000; Gough & Bradley, 1996). They also tend to be concerned about being accepted by others and maintaining relationships (Shipley & Veroff, 1952). Because of this, it may be hypothesized that people high in sociability will be more sensitive to relationship goals in conflicts than people low in sociability.

H₄ (relationship satisfaction moderated by sociability hypothesis): The relationship between relationship goal achievement and conflict outcome satisfaction will be moderated by the trait of sociability such that the impact of achieving a relationship goal will be greater on people higher in sociability than people lower in sociability.

Stated differently, the correlation between relationship goal and conflict outcome satisfaction will be stronger in individuals who score higher in sociability than in individuals who score lower, regardless of whether other conflict-related goals are achieved or not.

Face Threat Sensitivity and Identity Goals. The need to maintain one's sense of identity publically is closely associated with *face threat sensitivity* (Tynan, 2005; White, Tynan, Galinsky, & Thompson, 2004). Individuals' face can be defined as "the social value of who and what they hold themselves out to be" (White et al., 2004, p. 103), the subjective value of how they perceive themselves to be valued by others. Face threat sensitivity is the tendency to have a negative affective reaction when one's perceived social value is threatened (White et al., 2004).

People high in face threat sensitivity tend to be easily angered when their face is threatened (White et al., 2004). Typical threats to face include disapproval by others, disagreement, being challenged by others, and non-cooperation (Brown & Levinson, 1987). In

general, cooperation in conflict and negotiation is more difficult with individuals high in face threat sensitivity because they communicate less, are perceived to be less rational, and are more easily angered than individuals low in face threat sensitivity (White et al., 2004).

Because of this sensitivity, individuals high in this trait are likely to be more motivated to achieve their identity goals. Not achieving their identity goals may have a very negative impact on them, whereas people low in face threat sensitivity may be bothered less by not achieving them. It can therefore be hypothesized that achieving or not achieving one's identity goals will have a greater effect on a person high in this trait than a person who is low.

H₅ (identity satisfaction moderated by face threat sensitivity hypothesis): The relationship between identity goal achievement and conflict outcome satisfaction will be moderated by face threat sensitivity, such that the impact of achieving an identity goal will be greater on people higher in face threat sensitivity than people lower in this trait.

Thus, individuals who tend to react negatively to face threats will likely gain more satisfaction from achieving their identity goals than less sensitive individuals, regardless of whether other conflict-related goals are achieved or not. In other words, the relationship between identity goal achievement and satisfaction with the conflict outcome will be stronger in individuals who score higher in face threat sensitivity than in people who score lower.

Justice Sensitivity and Process Goals. Schmitt and colleagues (Schmitt, Gollwitzer, Maes, & Arbach, 2005; Schmitt, Neumann, & Montada, 1995) have examined individual differences in the negative reactions that occur in response to perceived injustices. Justice sensitivity, or sensitivity to the violation of moral norms, is a measure of how easily individuals perceive injustice or how strongly they react to it. Procedural fairness is strongly associated with

perceptions of justice (Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Folger, 1977), so justice sensitivity can be hypothesized to be a moderator of the relationship between process goal achievement and conflict outcome satisfaction.

Justice sensitivity can be viewed from three perspectives: victim, perpetrator, and third party observer, resulting in three dimensions of justice sensitivity (Schmitt et al., 2005). The third party observer dimension is most closely identified with only process goals; this dimension involves no direct personal involvement with injustice which would involve relationship goals. So this third party observer dimension of justice sensitivity might be especially useful to consider as a moderator of the effects of achieving process goals concerned with fairness and will be the only dimension considered in this study. Schmitt and colleagues (2005) call this dimension *justice sensitivity (observer perspective)*. For the sake of clarity, this dimension will be referred to simply as justice sensitivity in the rest of this study.

People high in justice sensitivity tend to react strongly with moral outrage when observing or hearing about injustice involving other parties. They tend to be high in empathy (Schmitt et al., 2005) and to put a high value on resolving conflict in a constructive way (Thomas, Baumert, & Schmitt, 2012). Both of these tendencies can be conceived of as a need for fairness or justice. It can thus be hypothesized that achieving process goals will be especially important to people high in justice sensitivity.

H₆ (process satisfaction moderated by justice sensitivity hypothesis): The relationship between process goal achievement and conflict outcome satisfaction will be moderated by justice sensitivity, such that the impact of achieving a justice-oriented process goal will be greater on people higher in justice sensitivity than people lower in this trait.

Specifically, the relationship between process goal achievement and satisfaction with the conflict outcome will be stronger in individuals who are more sensitive to injustice than in individuals who are less sensitive, regardless of whether other conflict-related goals are achieved or not.

In sum, this study of interpersonal conflict-related goals, both content and social, predicts an individual's satisfaction with conflict outcomes. Support for H₁ (the achievement satisfaction hypothesis) will demonstrate the causal relationship between conflict-related goal achievement and satisfaction with the outcome of the conflict. Support for H₂ (the goal interaction hypothesis) will provide evidence for the interactive effect of content and social goal achievement on conflict outcome satisfaction. Support for H₃ – H₆ will demonstrate that certain personality traits moderate the relationship between achieving conflict-related goals that are closely associated with the traits and conflict outcome satisfaction, regardless of whether other conflict-related goals are achieved or not.

CHAPTER 2

Method

Overview

Data were collected through an online role playing experiment where conflict processes were embedded in scenarios read by the participants who were then asked to respond to the outcome of the conflicts. Participants were assigned to one of two conditions; in one condition, participants read three scenarios describing conflicts in which their content goals were achieved and in the other condition, participants read the same three scenarios but their content goals were not achieved. For each of the three scenarios, the participants imagined how satisfied they would be with two different outcomes. In the first outcome, in addition to achieving or not achieving their content goal (depending on the condition to which they were assigned), they did not achieve the social goal that was made salient (e.g. the relationship is damaged or they lose face); in the second outcome, they achieved this social goal. These manipulations combined result in a mixed design with both a between subjects factor (content goal achievement: achieved or not achieved) and two within subjects factors (social goal type: relationship, identity, or process, and social goal achievement: achieved or not achieved). The participants were also asked to complete self-assessment items measuring the personality traits of dominance, sociability, face threat sensitivity, and justice sensitivity.

Participants

Participants consisted of a convenience sample drawn from evangelical churches, a population that corresponds to the author's research interests (Dunaetz, 2008, 2011) and social network. Evangelicals are part of a worldwide Christian movement that focuses on the teaching of the New Testament (Bebbington, 1989). In America, estimates of the strength of

evangelicalism range from 5% to 38% of the population depending on the method used to define an evangelical; the most narrow definitions limit evangelicals to those of a fundamentalist tradition or who hold to very conservative religious beliefs whereas the more broad definitions include all who self-identify as evangelical (Hackett & Lindsay, 2008). Evangelicals tend to be slightly older, politically more conservative, and more often from the South compared with the general population in America as described in the 1998 General Social Survey (Davis & Smith, 1999; Hackett & Lindsay, 2008). Nevertheless, recruitment from a sample with relatively homogeneous beliefs and values and with common experiences enables activation of specific goals, thereby helping to reduce the noise that would come from the experimental manipulation of a sample with less homogenous goals. The scenarios presented to the participants (described below) were written to represent common experiences in evangelical churches. The conflict-related goals stated in the scenarios (described below) were written to correspond to values that are common to the evangelical subculture.

Determination of sample size target. A power analysis was performed to determine the desired sample size using the program G*Power 3 (Faul, Erdfelder, Lang, & Buchner, 2007). With a sample size of $N = 211$, the study would have 95% power to detect a small effect size, $f = .10$ in the initial analyses looking for the main effects and interactions of content and social goals and 90% power to detect correlations of $r = .20$ in the moderation analyses. The target was raised to $N = 300$ to potentially compensate for unjustified assumptions and missing data.

Sampling method. Participants were recruited through a form of snowball sampling (Goodman, 1961) known as respondent-driven sampling (Heckathorn, 1997). Initial participants were recruited from among members of the author's social network who are members of evangelical churches. To encourage their participation, they were directed to a web site

(churchconflicts.com) which proposed a list of evangelical non-profit organizations (e.g., World Vision or Wycliffe Bible Translators). Participants chose an organization from this list which would receive a monetary gift (\$5.00) after they completed the online survey. If they wished to raise additional funds for this organization (or another nonprofit organization of their choice), they were instructed to contact the author, who would, in turn, provide them with a direct web link to a survey (known as a collector) for their chosen organization. They were encouraged to distribute either this direct link (or the churchconflicts.com address) to members of their social network who are members of evangelical churches; for each participant they recruited and who completed the survey, the preferred organization received a gift of \$5.

The number of participants raising funds for each organization was anonymously tracked through separate collectors. All participants who completed the survey also had the possibility of choosing another nonprofit and distributing the link to evangelicals in their social network. All participants were informed that the collectors would close once the desired number of participants had completed the survey and funding had been exhausted. All participants who raised funds for their own choice of organization were informed of the number of participants who had completed the survey through their specific collector.

Respondent-driven sampling has the advantage that a more diverse and representative sample is recruited from a population than would be the case if participants were recruited only from one social network or through traditional snowball sampling (Heckathorn, 1997). By having multiple layers of participants involved in recruiting, the sampling frame is significantly increased and diversified.

The number of participants who began the survey was 358. Of these, 13 did not complete even the first page and their data were discarded. Other participants who were dropped included

those who did not complete the personality measures ($n = 8$), those who indicated that they were not at all involved in a church ($n = 25$), those whose response to an open ended question about the age of their conversion (a key marker of being an evangelical; Bebbington, 1989) indicated that they were not part of the evangelical target population ($n = 28$, e.g., “Left the church at 20. Currently a practicing Jedi. And no, I’m not joking.”), those with inconsistencies in their responses ($n = 5$, e.g., marking both reversed and non-reversed items for the same measure with identical extreme scores), and those whose conflict outcome satisfaction scores were outliers with $|z| > 4$ ($n = 3$, e.g., participants who indicated that they were extremely dissatisfied when both their social and content goals were achieved). The final data set consisted of the responses from 276 participants.

Demographics. The average age of the participants was 50.1 years ($SD = 16.7$), with a range from 19 to 92 years. The majority of participants were female (64%). The average level of education was 16.30 years ($SD = .96$), ranging from some high school (assumed to be 10 years) to doctorate (assumed to be 20 years); 74.3% of the participants had college degrees or above.

The vast majority of participants indicated that they lived in North America (94.2%), and the others were relatively equally distributed throughout Latin America, Europe, Asia, Africa, and Australia/Oceania. When asked how they identified themselves ethnically, 1.5% indicated Black or African American, 86.3% White or European American, 4.2% East Asian, 6.0% Latin American, and 0.6% indicated each of the following: South Asian, Middle Eastern, Pacific Islander, and Native North American. Four participants (1.2%) reported other ethnic identities (American, American of Asian Descent, Caucasian, and Hispanic). Five of the participants indicated more than one ethnic identity, resulting in a total greater than 100%.

Procedure

The participants received an email inviting them to participate in a survey if they met the selection criteria of being an evangelical and being involved in an evangelical church. To participate, they then clicked on a link which took them to a page on churchconflicts.com. The exact page depended on whether they needed to choose an organization to receive the \$5 gift or if the person who had sent them the email had already determined which organization should receive the gift, as described in the sampling method above. If they needed to choose among the three organizations presented, they were asked to click on the organization they preferred and were informed that at the end of the survey they could provide the contact information for some other organization if they preferred that it receive the gift. The participant was thanked and then asked to click on a link which randomly assigned them (using JavaScript) to one of six versions of the principal survey housed on surveymonkey.com. In three of the versions, the content goal was not achieved and the three social goals were associated with the three different scenarios in a counterbalanced fashion. In the other three versions of the survey, the content goal was achieved with the social goals similarly counterbalanced. See Appendix A for a sample of one the surveys.

After giving their informed consent, participants viewed a series of web pages that asked for their responses to various prompts. Each of the first three pages presented a different scenario involving a church-based conflict. Immediately following each scenario was a first conflict outcome where the salient social goal was not achieved, three items measuring satisfaction with the first outcome, a second conflict outcome identical to the first but where the salient social goal was achieved, and, finally, the three items measuring satisfaction with the second outcome.

After completing the pages describing the three scenarios, the participants responded to items asking about their personality traits, their church involvement, and demographic

information. At the end of the survey, the participants were thanked and asked to contact the author if they wanted a copy of the study or if they wanted a personalized link designating a specific organization that would receive the gift which they could distribute to people in their own network. Participants who had to choose among the three proposed organizations while on the churchconflicts.com page were also given the opportunity to designate some other non-profit organization to receive the gift.

Measures

Conflict Outcome Satisfaction. To measure a participant's satisfaction with each of the six conflict outcomes, participants responded to three single item measures of global satisfaction with each conflict outcome (allowing the reliability of the composite score to be assessed). Single-item global measures of satisfaction may be better than summing up discrete components of measures of satisfaction (Scarpello & Campbell, 2006). The global evaluation of satisfaction tends to be more complex than what can be measured by a series of components because key components may be neglected. Single-item measures of satisfaction tend to yield correlations with associated behaviors as strong as composite scales (Ironson, Smith, Brannick, Gibson, & Paul, 1989) and may have greater face validity (Nagy, 2002).

The first of these three global measures of satisfaction was a seven point adjective scale (Ironson & Smith, 1981) asking the participant to evaluate the outcome using one of the following descriptions: terrible, bad, slightly bad, neutral, slightly good, good, or excellent. The second measure was a 10 point numerical scale of satisfaction (Ironson et al., 1989) ranging from 1 to 10. The two extreme scores were labeled as extremely dissatisfied (1) and extremely satisfied (10). The third measure was a six point faces scale with pictures of faces with expressions that range from very sad to very happy (Kunin, 1955). The scores for the three items

were added to produce a composite score of satisfaction for each conflict outcome which had a potential range of 3 to 23 with a neutral point of 13; scores of less than 13 indicated a tendency toward dissatisfaction with the conflict outcome while scores above 13 indicated a tendency toward satisfaction. The coefficients of reliability (Cronbach, 1951) for the six outcomes were all greater than .75 (Table 1).

Conflict outcome satisfaction is reported and analyzed in the Results section as the summed raw scores of these three scales. An alternative approach to creating a composite score for conflict outcome satisfaction would be to standardize the scores for the three satisfaction scales and average them so that each scale contributes equally to the variance in the composite score. All of the analyses were rerun using this alternative approach but there were no differences in results (presented later in Results) that affected levels of significance compared to using the summed measure.

Personality Traits. Participants were presented with a series of statements describing traits or behaviors that might characterize them. They responded to each statement using a seven point Likert scale ranging from strongly disagree to strongly agree to indicate the extent to which they believed the statements to be true. The response stem was “Please indicate the degree to which you believe the following statements are true for you.” For each trait, an aggregate score was created by reverse coding the appropriate variables and creating an average of the items measuring each trait.

Table 1

Intercorrelations, Coefficients of Reliability, and Descriptive Statistics of the Conflict Outcome Satisfaction Scores for the Six Scenarios Evaluated

	<u>Salient Social Goal</u>					
	<u>Relationship</u>		<u>Identity</u>		<u>Process</u>	
	Not Achieved	Achieved	Not Achieved	Achieved	Not Achieved	Achieved
Relationship Goal Not Achieved	.805	.467	.403	.318	.543	.349
Relationship Goal Achieved		.901	.275	.742	.485	.686
Identity Goal Not Achieved			.786	.370	.487	.352
Identity Goal Achieved				.922	.487	.723
Process Goal Not Achieved					.909	.587
Process Goal Achieved						.929
<i>M</i>	9.02	18.19	7.86	17.62	9.88	17.24
<i>SD</i>	3.55	4.57	3.37	4.98	5.01	5.17
Skew	.682	-.786	.655	-.663	.581	-.617
Range	3 – 21	5 – 23	3 – 20	5 – 23	3 – 23	3 – 23

Note: $N = 276$. All correlations are significant, $p < .01$. Coefficients of reliability are shown on the diagonal in bold. The potential range of all conflict outcome satisfaction scores is 3 – 23.

Dominance. Ten items from the International Personality Item Pool (IPIP; Goldberg, 2012) were used to measure dominance. Examples of items included are “I express myself easily” and “I try to lead others” (see Appendix B for all the items). This scale is strongly correlated ($r = .76$) with the 36 item dominance scale of the commercially used California Psychological Inventory (CPI; 1981; Gough & Bradley, 1996; Gough et al., 1951). In this sample, the coefficient of reliability was good, $\alpha = .865$.

Sociability. The five item sociability scale developed by Cheek and Buss (1981) was used to measure sociability. Examples of items include “I like to be with people” and “I welcome the opportunity to mix socially with people” (see Appendix C for the complete list of items). This scale conceives of sociability as the preference to be with others rather than alone. In this sample, the coefficient of reliability was good, $\alpha = .872$.

Face threat sensitivity. The three item face threat sensitivity scale (White et al., 2004) was used to measure individual sensitivity to face threats. Examples include “I don’t respond well to criticism” and “My feelings get hurt easily” (see Appendix D for the complete list of items). Face threat sensitivity is conceptualized as the likelihood that an individual will have a negative emotional reaction to a face threat. In this sample, the coefficient of reliability for face threat sensitivity was good, $\alpha = .827$.

Justice sensitivity. Various translations of a ten item justice sensitivity scale (Schmitt, Baumert, Gollwitzer, & Maes, 2010; Schmitt et al., 2005) have been used in German, French, and English versions (Faccenda, Pantaleon, Bois, & Schmitt, 2008; Schmitt et al., 2005). The wording of the ten items was adapted to American English for this study. Examples include “It bothers me when someone doesn’t get what they deserve” and “I’m upset when people don’t receive the recognition that they merit” (see Appendix E for a complete list of the items). In this

sample, the coefficient of reliability was good, $\alpha = .835$.

Exploratory variables. In addition to conflict outcome satisfaction, personality traits, and demographics, several variables for potential exploratory studies were measured. These included a single item measure of church involvement, four items measuring church leadership behaviors ($\alpha = .890$), and one question concerning age of conversion (See Appendix A for an example of the complete survey).

Experimental Design

Each participant was randomly assigned to one of two groups. One group responded to scenarios in which the content goal was achieved; the other group responded to scenarios in which the content goal was not achieved. All participants imagined themselves in three different scenarios involving a conflict. For each scenario, participants indicated their global satisfaction for two different outcomes. These two outcomes concerned the achievement (or non-achievement) of one social goal. The social goals were assigned to scenarios in a counterbalanced fashion so as to avoid confounding the social goals with the scenarios (this three level between-subjects factor had no main effects and is not included in the study's analyses).

Scenarios. The participants read a series of three church-based conflict scenarios that would be easily understandable by them. One scenario concerned the starting time of a children's program:

"Imagine you are a parent of a 5 year old and a 7 year old who are involved in a Wednesday night children's program at church. The director of the program has recently announced that he is going to change the starting time of the program from 7pm to 8pm so that parents aren't so rushed after work to bring their children to the program. You believe that this is too late for your children and that it will not be good for any of the children to have a program that runs so late into the evening. Your goals are to get the beginning time changed back to 7pm, to maintain and even strengthen your relationship with the director, to act in a loving, Christ-like way, and to make sure that decisions are made fairly."

Another scenario concerned the style of music used in a worship service:

“Imagine that you attend a weekly worship service with a style of music that you appreciate very much and which you think is very appropriate for your generation. For the last couple of weeks, the worship leader has been introducing songs that you do not think are appropriate because their style is out of place for the people at the service. You decide to mention something to him. Your goals are to make sure that appropriate music is used in the service, to maintain and even strengthen your relationship with the worship leader, to act in a loving, Christ-like way, and to make sure that decisions are made fairly.”

The third scenario concerned the budget for the church’s mission program:

“Imagine that you are on the missions committee that is responsible for approving the church’s mission budget. This year’s proposal (prepared by the pastoral staff) cuts off support for a missionary who is still several years away from retirement, has had an effective ministry, and who has been supported by your church for many years. You decide you need to talk to the pastor about this. Your goals are for the church to keep supporting the older missionary, to maintain and even strengthen your relationship with the pastor, to act in a loving, Christ-like way, and to make sure that decisions are made fairly.”

The participants were asked to imagine themselves in each conflict. Each of the three conflict scenarios concerned one specific content goal defined by the scenario. Participants were asked to imagine having the same three social goals in all three scenarios. The relationship goal was to maintain, and even strengthen, the relationship with the person with whom they were in conflict. Their identity goal concerned acting in accordance with their values. Specifically, as the participants were recruited from the evangelical community, they were asked to imagine that one of their goals was to act in a loving, Christ-like way; this identity goal taps into themes which are central to the evangelical identity (Bebbington, 1989). Their process goal was that decisions should be made fairly.

Making all three conflict-related social goals salient across each scenario made it more likely that participants would have the same goals, rather than simply importing into the scenarios whatever personal goals were salient to them at the time. It also prevented confounding

having a goal and achieving the goal; simply having goals may impact the satisfaction that a person has with an outcome, independent of what that outcome is (Kiviniemi et al., 2002).

Experimental manipulations. After each scenario, participants imagined how satisfied they would be with two distinct conflict outcomes, differing by whether one of the three social goals was achieved or not achieved. No mention was made of the other social goals in the outcomes in order to keep the conflict outcome easily understandable. Each outcome depended on the scenario and its associated content goal, the social goal under consideration, and whether each of these two goals was achieved or not. For example, the following was a possible outcome for the children's ministry scenario described above:

"The program director decided to move the starting time back to 7pm, but he spoke to you in a way that hurt your relationship and made you trust him less."

In this outcome, the participants achieved their content goal (the starting time was moved back to 7pm), but they did not achieve their salient social goal, specifically, their relationship goal of maintaining, and even strengthening, the relationship with the program director. A possible outcome for the worship style scenario was:

"The worship leader decided not to go back to the style of music that you believe is appropriate for your generation, but you acted in a loving, Christ-like way when you discussed it with him."

In this outcome, the participants did not achieve their content goal (the music style was not changed), but they achieved their salient social, specifically, their identity goal of acting in a loving way. The complete list of these conflict outcomes is found in Appendix F.

All participants responded to two outcomes for each of the three scenarios they read, for a total of six conflict outcome satisfaction scores (each based on three items). In this experimental design, there are two within-subjects factors, social goal type (3 levels: relationship, identity, and process) and social goal achievement (2 levels: achieved or not achieved). There is also one

between-subjects factor, content goal achievement (2 levels: achieved or not achieved).

Manipulation check. After responding to all six outcomes and completing the section of measures of individual differences, participants were asked to recall if their content goals were achieved in each of the three conflict scenarios they were asked to evaluate. Specifically, for the style of worship scenario, they were asked, “In the scenario with the worship leader, did he change the music style back to what you thought was appropriate?” Similar questions were asked for the two other scenarios. Participants correctly recalled the scenario details in 96.1% of the responses. Errors were more common in scenarios where the content goals were not achieved (64% of the total errors) than when they were, but the difference was not significant, $F(1,16) = 1.52, p = .236$. Errors were most common in recalling the budget scenario and least common in the children’s ministry scenario, but the differences were not significant, $F(2,15) = .754, p = .488$. Errors occurred with nearly equal frequency across salient social goals, $F(2,15) = .147, p = .864$. Thus the errors detected by the manipulation check appeared to be random. Participants who responded incorrectly were retained in the study.

Since participants were asked to imagine their conflict outcome satisfaction both if the social goal was achieved and if it was not achieved, a similar manipulation check was not possible for social goals.

CHAPTER THREE

Results

Preliminary Analyses

Conflict outcome satisfaction. The descriptive statistics for conflict outcome satisfaction for the six combinations of social goal achievement are presented in Table 1, along with intercorrelations and reliability coefficients. In general, participants were more satisfied when social goals were achieved than when they were not achieved. All of the conflict outcome satisfaction scores when the social goal was achieved were negatively skewed due to ceiling effects. Similarly, when the social goal was not achieved, the distributions were positively skewed due to floor effects. Following Bulmer's criteria and suggestion (1979), the skew of all six measures was only moderate (having an absolute value between .5 and 1.0), so no transformations of the conflict outcome satisfaction scores were performed.

Personality traits. The descriptive statistics for dominance, sociability, face threat sensitivity, and justice sensitivity are presented in Table 2, along with intercorrelations and reliability coefficients. Following Bulmer's criteria and suggestion (1979), the skew of all four measures was only small to moderate (having an absolute value less than 1.0), so no transformations of the personality variables were performed.

Table 2

Intercorrelations, Coefficients of Reliability, and Descriptive Statistics of Personality Traits

	<u>Personality Traits</u>			
	Dominance	Sociability	Face Threat Sensitivity	Justice Sensitivity
Dominance	.865	.290**	-.275**	.116
Sociability		.872	-.061	.201**
Face Threat Sensitivity			.827	.231**
Justice Sensitivity				.835
<i>M</i>	4.64	5.06	3.78	4.93
<i>SD</i>	0.93	1.17	1.27	0.79
Skew	-.460	-.506	.265	-.162
Range	1.7 – 6.8	1.8 – 7.0	1.0 – 7.0	2.5 – 7.0

Note: $N = 276$. ** Correlation is significant at the .01 level.

Coefficients of reliability are shown on the diagonal in bold.

The potential range of all personality traits is 1.0 – 7.0.

Most of the personality traits were significantly correlated with the others (Table 2), but these relationships were not hypothesized; these correlations were small $|r| < .3$, suggesting that the traits are all different from each other. The means of dominance, sociability, and justice sensitivity were all above the midpoint, suggesting that these were traits that participants tended to recognize in themselves. The four personality traits did not appear to be related to the six conflict outcome scores beyond chance; of the twenty-four possible correlations (Table 3), only one was significant. Specifically, greater face threat sensitivity was related to less satisfaction when the relationship goal was not achieved, $r = -.132$, $p = .029$.

Table 3

Correlations of Personality Traits and Conflict Outcome Satisfaction Scores

Conflict Outcome Satisfaction Score	<u>Personality Traits</u>			
	Dominance	Sociability	Face Threat Sensitivity	Justice Sensitivity
Relationship Goal Not Achieved	.009	-.052	-.132*	-.081
Relationship Goal Achieved	-.044	.068	-.028	.025
Identity Goal Not Achieved	-.057	-.080	-.027	-.069
Identity Goal Achieved	-.014	.010	-.018	-.014
Process Goal Not Achieved	-.048	-.037	-.110	-.077
Process Goal Achieved	-.042	-.029	.000	-.028

Note: $N = 276$. * Correlation is significant at the .05 level.

The Effects of Conflict-Related Goal Achievement on Conflict Outcome Satisfaction

Hypotheses H_1 (the achievement satisfaction hypothesis) and H_2 (the goal interaction hypothesis) were tested by analyzing the data with a $2 \times 3 \times 2$ repeated measures analysis of variance. The first factor is content goal achievement. It has two levels, achieved and not

achieved, and is a between-subjects fixed factor. The second factor is social goal type. It has three levels, relationship, identity, and process, and is a within-subjects random factor. The third factor is social goal achievement. It has two levels, achieved and not achieved, and is a within-subjects fixed factor. The conflict outcome satisfaction means, standard deviations, and marginal means, organized according to this design, are found in Table 4. As this is a repeated measures design, sphericity must be examined before considering the results. However, sphericity was not an issue with the hypothesized within-subjects effects, Mauchly's $W > .99$, $p > .50$.

Table 4

Conflict Outcome Satisfaction Means Organized by the Experimental Design

Content Goal	Social Goal						Marginal Means
	Relationship		Identity		Process		
	Not Achieved	Achieved	Not Achieved	Achieved	Not Achieved	Achieved	
Not Achieved (n = 144)	7.63 (2.62)	15.30 (4.19)	6.40 (2.60)	14.18 (4.33)	6.77 (2.85)	13.68 (4.41)	10.66 (5.21)
Achieved (n = 132)	10.55 (3.81)	21.35 (2.34)	9.44 (3.40)	21.36 (2.13)	13.28 (4.63)	21.12 (5.17)	16.18 (6.14)
Marginal Means	9.02 (3.55)	18.19 (4.57)	7.86 (3.37)	17.62 (4.98)	9.88 (5.01)	17.24 (5.17)	13.30 (6.31)

Note. Standard deviations are in parentheses. Higher means indicate satisfaction and lower means indicate dissatisfaction; a mean of 13 is the scale midpoint.

H₁: the achievement satisfaction hypothesis. The first hypothesis predicts that the achievement of a conflict-related goal will lead to greater conflict outcome satisfaction than will failure to achieve the goal. Significant main effects for content goal achievement ($M_{not\ achieved} = 10.66$, $M_{achieved} = 16.18$, $F(1, 274) = 521.43$, $p < .001$, partial $\eta^2 = .656$) and social goal achievement ($M_{not\ achieved} = 9.01$, $M_{achieved} = 17.83$, $F(1, 274) = 1844.59$, $p < .001$, partial $\eta^2 =$

.871) were found and thus support H₁.

Additional support for H₁ was found by looking at the main effects of achieving a conflict-related goal on the conflict outcome satisfaction associated with each of the individual social goals. For each of the three social goals, a subset of the data was used, consisting of a 2 × 2 ANOVA with one between-subjects factor, content goal achievement (2 levels: achieved or not achieved), and one within-subjects factor, social goal achievement (2 levels: achieved or not achieved). Significant main effects for relationship goal achievement ($M_{not\ achieved} = 9.02$, $M_{achieved} = 18.19$, $F(1, 274) = 1473.97$, $p < .001$, partial $\eta^2 = .843$), identity goal achievement ($M_{not\ achieved} = 7.85$, $M_{achieved} = 17.61$, $F(1, 274) = 1369.61$, $p < .001$, partial $\eta^2 = .833$), and process goal achievement ($M_{not\ achieved} = 9.88$, $M_{achieved} = 17.24$, $F(1, 274) = 703.84$, $p < .001$, partial $\eta^2 = .720$) were found and thus provide additional support for H₁. This means that the conflict outcome satisfaction when any of the four types of goals (content, relationship, identity, and process) are achieved is higher than when it is not achieved. It can also be noted that the main effect for content goal achievement remained significant in all three of these analyses, $F_s(1, 274) > 193$, $p_s < .001$, partial $\eta^2_s > .41$.

Differences in conflict outcome satisfaction by social goal. Using the main 2 × 3 × 2 analysis, when the social goal was not achieved, the conflict outcome satisfaction was lower for the identity goal ($M = 7.86$) than for the relationship goal ($M = 9.02$) and the process goal ($M = 9.88$). A non-hypothesized significant difference between the means was found, $F(2, 274) = 32.58$, $p < .001$; a post-hoc Helmert contrast indicated that satisfaction was lower for the identity goal than for the relationship and process goals, $F(1, 275) = 56.09$, $p < .001$. When the social goal was achieved, the conflict outcome satisfaction was highest for the relationship goal ($M = 18.19$) and lowest for the process goal ($M = 17.24$); it was intermediary for the identity goal ($M =$

17.62). A non-hypothesized significant difference between these means was found, $F(2, 274) = 9.21, p < .001$; a post-hoc Helmert contrast indicated that satisfaction was higher for the relationship goal than for the identity and process goals, $F(1, 275) = 16.14, p < .001$. These differences are not surprising because the choice of the goal can be considered a random effect; there is no reason to believe that achieving or not achieving one of these goals would have the same effect on individuals as would a different goal. This means that the goals chosen were not equally important to the participants. It seemed that not achieving one's identity goal was especially disturbing. Similarly, achieving one's relationship goal in these scenarios seemed especially important.

H₂: the goal interaction hypothesis. The second hypothesis states that content and social goal achievement will interact in predicting conflict outcome satisfaction in such a way that the difference in conflict outcome satisfaction when a content goal is achieved (relative to not achieved) will be greater when the social goal is achieved than when the social goal is not achieved. In the 2 (content goal achievement) \times 3 (social goal type) \times 2 (social goal achievement) repeated measures ANOVA, the interaction between content goal achievement and social goal achievement is significant, $F(1, 274) = 44.35, p < .001$, partial $\eta^2 = .139$, and provides provide support for H₂.

However H₂ does not simply predict a significant interaction, but that the interaction is in a certain direction. More specifically, H₂ predicts that the difference in satisfaction between achieving and not achieving a content goal will be greater when the social goal is achieved than when the social goal is not achieved. This is exactly the relationship that was found (Figure 1). Looking at simple main effects, when the social goal was not achieved, the difference in satisfaction between achieving and not achieving the content goal was 4.16, $F(1, 274) = 192.17$,

$p < .001$. However, when the social goal was achieved, this difference increased to 6.89, $F(1, 274) = 425.78, p < .001$. The interaction was thus in the hypothesized direction.

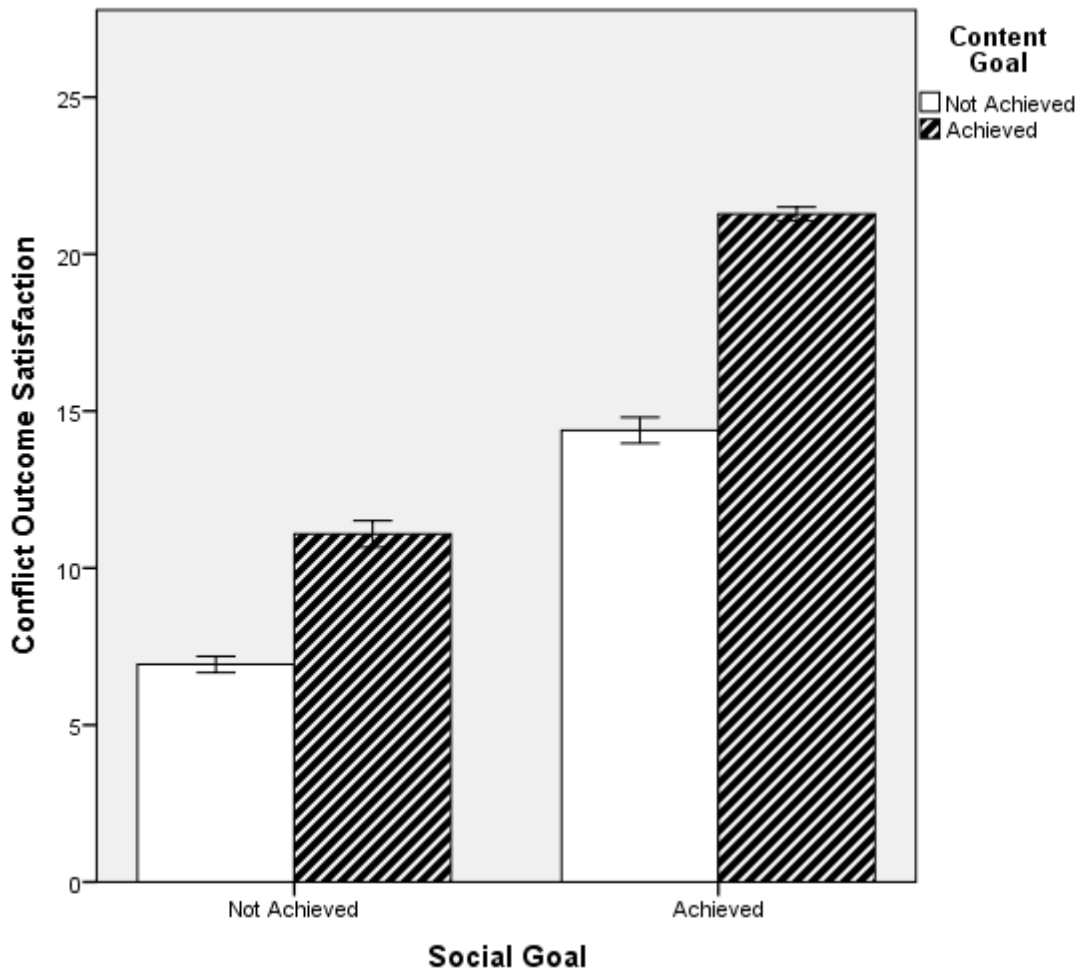


Figure 1. Conflict outcome satisfaction predicted by content and social goal achievement.

Error bars indicate 95% confidence interval.

Additional support for H₂ was found by looking at the hypothesized interactions in analyses using the data for one social goal at a time. The data involving each of the three social goals was first analyzed with a 2×2 repeated measures analysis of variance (content goal achievement: not achieved or achieved; social goal achievement: not achieved or achieved). The interaction in this analysis was significant for relationship goal achievement, $F(1, 274) = 42.28, p < .001$, partial $\eta^2 = .134$ (see Figure 2), and identity goal achievement, $F(1, 274) = 60.66, p < .001$, partial $\eta^2 = .181$, (see Figure 3). A comparison of simple main effects indicates that both of these interactions were in the hypothesized direction. In scenarios looking at the relationship goal, when the relationship goal was not achieved, the difference in satisfaction between achieving and not achieving the content goal was 2.92, $F(1, 274) = 55.76, p < .001$; however, when the relationship goal was achieved, this difference increased to 6.05, $F(1, 274) = 214.35, p < .001$. In scenarios concerning the identity goal, the difference in satisfaction between achieving and not achieving the content goal was 3.04, $F(1, 274) = 70.02, p < .001$, when the identity goal was not achieved. When the identity goal was achieved, this difference increased to 7.18, $F(1, 274) = 297.40, p < .001$. Thus both interactions were in hypothesized direction.

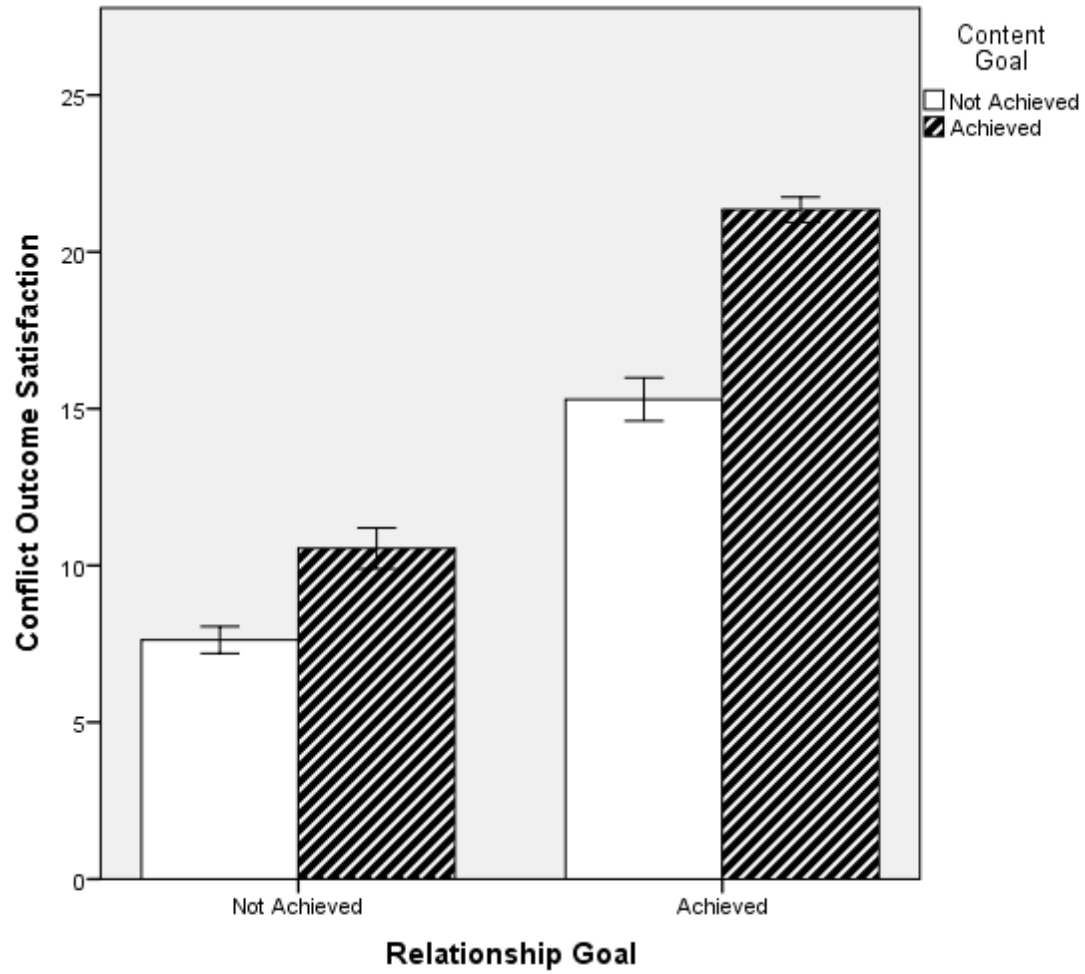


Figure 2. Conflict outcome satisfaction predicted by content and relationship goal achievement. Error bars indicate 95% confidence interval.

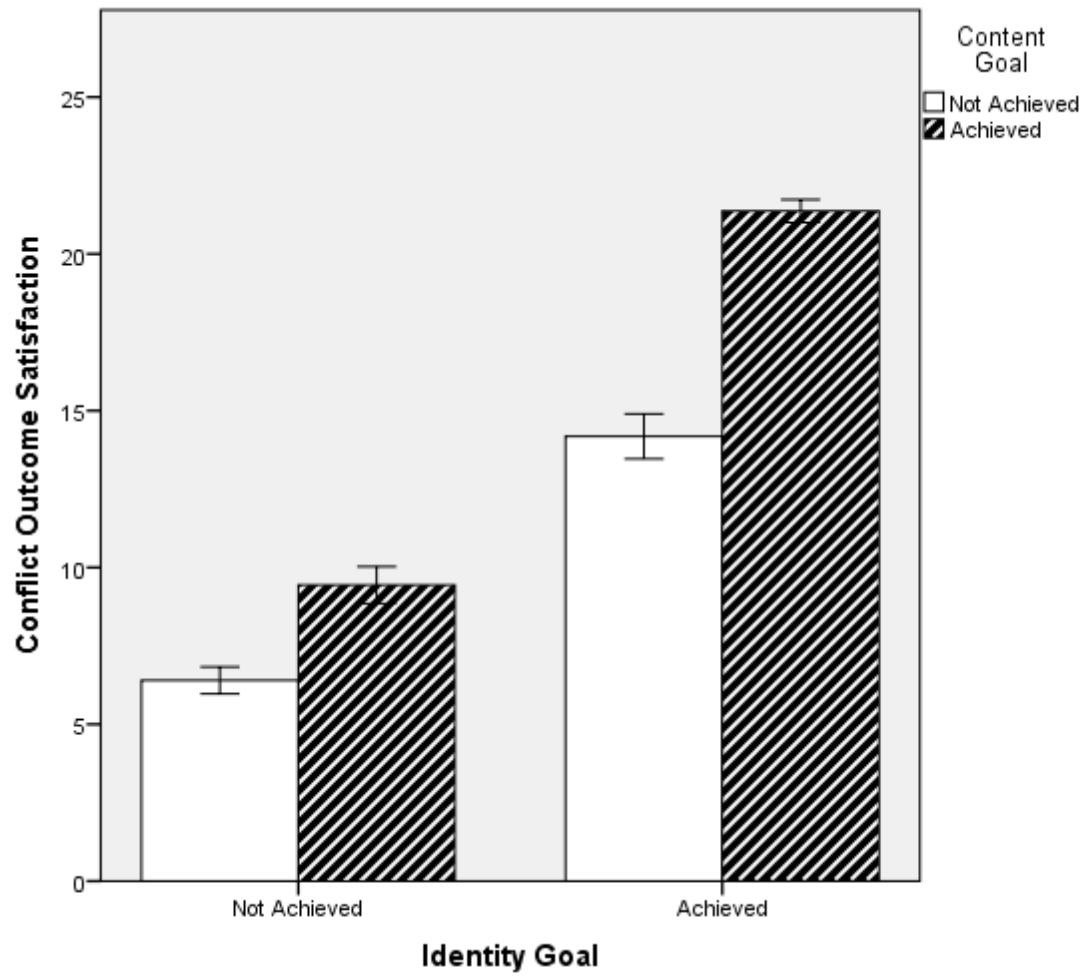


Figure 3. Conflict outcome satisfaction predicted by content and identity goal achievement.

Error bars indicate 95% confidence interval.

The results for process goal achievement were less clear because the effect size of the interaction was much smaller (Figure 4). The general interaction term in the analysis of variance was only marginally significant, $F(1, 274) = 2.805, p = .095$, partial $\eta^2 = .010$. This interaction was in the hypothesized direction; when the process goal was not achieved, the difference in satisfaction between achieving and not achieving the content goal was 6.51, $F(1, 274) = 201.20, p < .001$, and this difference increased to 7.44, $F(1, 274) = 295.72, p < .001$, when the process goal was achieved.

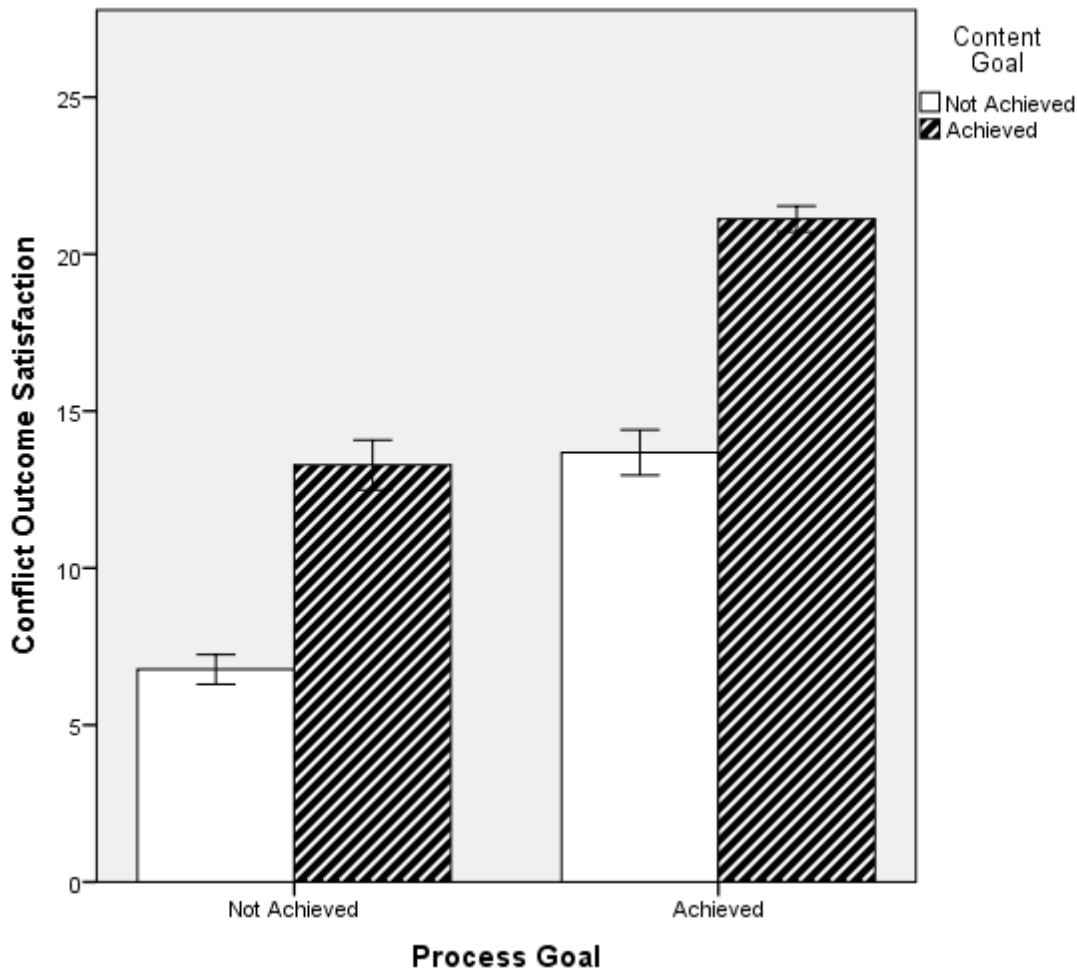


Figure 4. Conflict outcome satisfaction predicted by content and process goal achievement.

Error bars indicate 95% confidence interval.

It is interesting to note that if the interaction hypothesis had been framed, not as non-directional ANOVAs, but as a directional difference of differences predicting the specific nature of the interaction (e.g., that the difference in satisfaction between achieving and not achieving the process goal when the content goal was achieved would be greater than the difference when the content goal was not achieved), the hypothesis could be tested with a 1-tailed t test. Because this is a repeated measures design, the difference in satisfaction between the social goal achieved and not achieved conditions can be computed for each participant. In the case of the interaction involving the process goal, this difference was significant in the hypothesized direction, $t(274) = 1.67, p = .048$, supporting H_2 when looking at just the process goal.

The Moderating Influence of Personality Traits.

The hypotheses $H_3 - H_6$ all predict that specific traits moderate the relationship between the achievement of the conflict-related goal in question and conflict outcome satisfaction. Each hypothesis predicts that individuals high in the trait examined will have a greater difference in conflict outcome satisfaction when the goal is achieved (versus when the goal is not achieved) than individuals low in the trait. To test these hypotheses, the conflict outcome satisfaction is the dependent variable as in the previous analyses. However the only independent variable necessary for $H_3 - H_6$ is the achievement of the conflict-related goal associated with each of the hypotheses, resulting in a much simpler analysis (either a regression analysis or a simple correlation, depending on the nature of the independent variable; see below) compared to the $2 \times 2 \times 2$ ANOVA used to test the first two hypotheses. Because of the design of the experiment (content goal achievement is a between-subjects factor, while the achievement of social goals is a within-subjects factor), the method used to test the hypothesis concerning content goals (H_3) is different

from the method used to test the hypotheses concerning social goals (H_4 , H_5 , and H_6).

Content goals. Hypothesis H_3 predicts the relationship between content goal achievement and conflict outcome satisfaction is moderated by the trait of dominance such that the difference in satisfaction from achieving a content goal (relative to not achieving it) will be greater in high dominance individuals than in low dominance individuals. Each individual had all or none of their content goals achieved, according to the condition to which they were randomly assigned. An individual's conflict outcome satisfaction score for this analysis is defined as the sum of all of his or her scores of all measures of global satisfaction across all of the scenarios and outcomes presented (i.e., 3 measures/outcome \times 3 scenarios \times 2 outcomes/scenario = 18 measures summed together). Thus the scores of individuals in the two groups represent the level of satisfaction when content goals are achieved (or not achieved), across all the possibilities of relationship goal achievement.

The potential range of these conflict outcome satisfaction scores was 18 to 138. The actual conflict outcome satisfaction scores ranged from 32 to 122 with, $M_{\text{overall}} = 79.81$, $SD = 20.48$, $N = 276$. The coefficient of reliability for the 18 items was very good, $\alpha = .935$. Conflict outcome satisfaction did not require transformation, skew = $-.11$.

Using the procedure outlined by Aiken and West (1991) to detect moderation, a hierarchical regression analysis was performed to predict conflict outcome satisfaction from content goal achievement and dominance. In the first step in the regression analysis, the independent variable (content goal achievement, a dichotomous, between-subjects variable, scored not-achieved = 0, achieved = 1) and the moderator (dominance, a continuous variable which was centered to reduce multicollinearity) were entered. In the second step, the interaction term (Dominance \times Content Goal Achievement) was entered. Since this is a directional

hypothesis concerning the interaction (the difference in conflict outcome satisfaction when the content goal is achieved relative to when it is not achieved should be greater in high dominance individuals than in low dominance individuals), the sign of the interaction term should be positive. The overall model after the interaction was entered was significant, $F(3,272) = 172.95$, $p < .001$, $R^2 = .656$. However, only extremely weak evidence was found for the hypothesis. The interaction term was positive, $\beta = .021$, but not significant ($t = .415$, $p = .34$); the interaction term did not add to the overall model, $\Delta R^2 < .001$. Even after controlling for age, sex, and education, the interaction term was not significant.

Social goals. To test the hypothesized moderating effects of personality traits on the relationship between social goal achievement and conflict outcome satisfaction, the technique proposed by Judd, Kenny, and McClelland (2001) for testing moderation in within-subjects designs was used. If the difference between the dependent variable under the two conditions is correlated with the proposed moderator, moderation is present. Judd et al.'s (2001) technique is to simply test the significance of this correlation. So, rather than test for moderation using Aiken and West's (1991) regression approach, conflict outcome satisfaction was collapsed over conditions and the difference between satisfaction when the social goal was achieved and satisfaction when the social goal was not achieved was computed. The correlation between this difference score and the personality trait score proposed as a moderator was tested to detect the presence of moderation.

For all three social goals, all participants indicated their conflict outcome satisfaction both when the social goal was achieved and when it was not achieved. In this analysis, social goal achievement (a dichotomous, within-subjects variable, scored not-achieved = 0, achieved = 1) is the independent variable, the appropriate personality trait is the moderator, and conflict

outcome satisfaction is the dependent variable (measured both when the social goal is achieved and not achieved). Hypotheses H₄, H₅, and H₆ all predict that the difference in satisfaction will be greater in people high in the respective trait than in people low in the trait; this directional hypothesis means that the correlation between the difference (conflict outcome satisfaction with social goal achieved – conflict outcome satisfaction with social goal not achieved) and the trait should be positive. To take into consideration the effect of achieving the content goals, the correlation was also tested controlling for content goal achievement.

Relationship goal achievement. H₄ predicts that the relationship between relationship goal achievement and conflict outcome satisfaction is moderated by the personality trait of sociability, specifically, people high in sociability will have a greater difference in conflict-related goal satisfaction between the relationship goal not achieved outcome and the relationship goal achieved outcome than people low in sociability. Performing the analysis with the technique proposed by Judd and colleagues (2001), sociability significantly moderated the relationship between relationship goal achievement and conflict outcome satisfaction in the hypothesized direction, $r(274) = .116$, $p = .027$. Controlling for content goal achievement, partial $r(273) = .135$, $p = .013$. Participants high in sociability were both less satisfied when their relationship goal was not achieved and more satisfied when their relationship goal was achieved than participants low in sociability (see Figure 5).

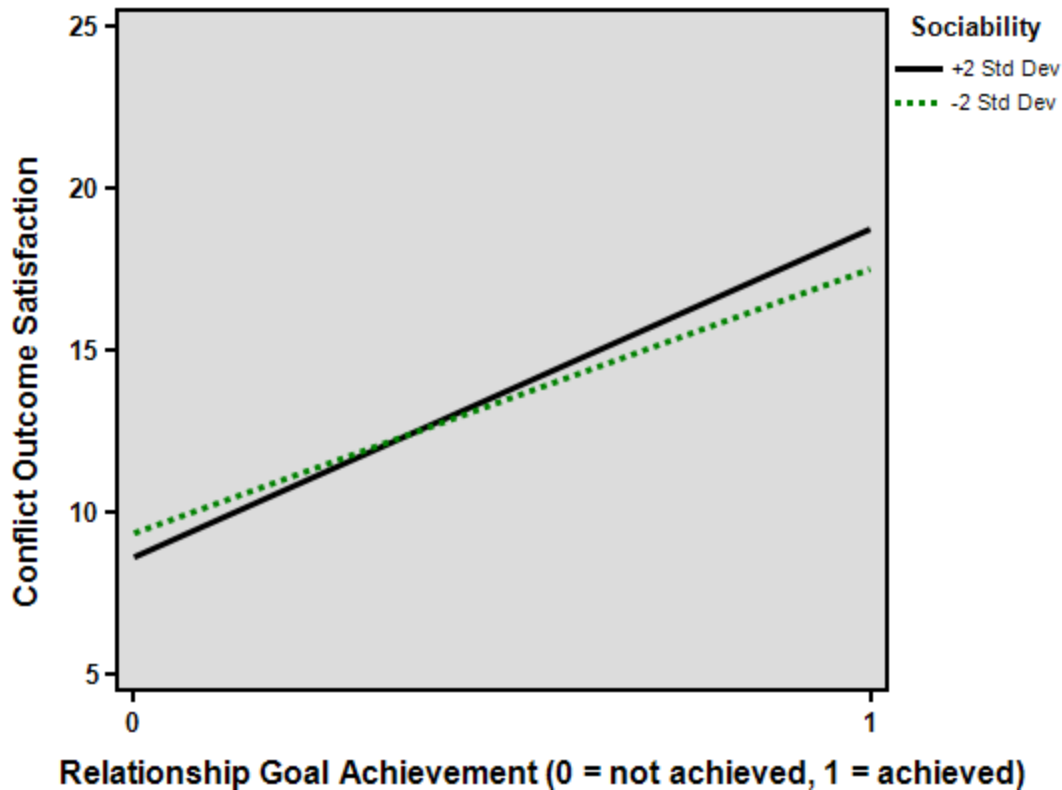


Figure 5. The moderating role of sociability in predicting conflict outcome satisfaction from relationship goal achievement.

Identity goal achievement. H_5 predicts that the relationship between identity goal achievement and conflict outcome satisfaction is moderated by the personality trait of face threat sensitivity such that people high in face threat sensitivity (compared to people low in face threat identity) will have a larger difference in conflict outcome satisfaction between the identity goal not achieved outcome and the identity goal achieved outcome. Using the above analysis proposed by Judd and colleagues (2001), no evidence was found that face threat sensitivity acted as a moderator of the relationship between identity goal achievement and conflict outcome satisfaction in the hypothesized direction, $|r(274)| < .001$, $p = .498$. Controlling for content goal

achievement, partial $r(273) = .003, p = .478$.

Process goal achievement. H_6 predicts that the relationship between process goal achievement and conflict outcome satisfaction is moderated by the personality trait of justice sensitivity; people high in justice sensitivity (compared to people low in this trait) should have a larger difference in conflict outcome satisfaction between the process goal not achieved outcome and the process goal achieved outcome. Using the analysis described above, no significant evidence was found for justice sensitivity acting as a moderator of the relationship between identity goal achievement and conflict outcome satisfaction; the moderation was in the hypothesized direction, but the relationship was not significant, $r(274) = .053, p = .192$. Controlling for content goal achievement, partial $r(273) = .052, p = .194$.

Exploratory Variables as Moderators of the Relationship Between Conflict-Related Goal Achievement and Conflict Outcome Satisfaction.

Hypotheses $H_3 - H_6$ were proposed to find individual differences that moderated the relationships between specific types of conflict-related goal achievement and conflict outcome satisfaction. No significant evidence was found for three of these four hypotheses. In an exploratory analysis, the other individual differences measured in this data set were tested to see if they moderated any of these relationships. These individual differences include three that have been previously described (age, education, and sex), three that were only tested as moderators of a specific, hypothesized relationship (sociability, face threat identity, and justice sensitivity) and three additional variables: church involvement (a one item measure ranging from 0 = totally uninvolved to 4 = extremely involved, $M = 2.71, SD = 0.84$), leadership (average of four items asking about frequency of performing various leadership behaviors in their church ranging from 0 = yearly or less often to 4 = daily, $M = 1.54, SD = 1.49$), and age of conversion ($M = 14.15$

years, $SD = 8.95$ years). To prevent alpha inflation in these nine post hoc moderation analyses for each type of conflict-related goal, a Bonferroni adjustment (Dunn, 1961) was made to the alpha level of each test resulting in a critical value of $p = .0056$.

No evidence was found for moderation (involving the achievement of any of the four conflict-related goals) by education, leadership, or age of conversion. Similarly, no moderation by sociability, fact threat identity, or justice sensitivity was found involving the achievement of the conflict-related goals not included in specific hypotheses ($ps > .04$). However, participant sex, participant age, and church involvement moderated some of the relationships between conflict-related goal achievement and conflict outcome satisfaction.

Sex. Participant sex significantly moderated the relationship between content goal achievement and conflict outcome satisfaction. Using Aiken and West's (1991) test of moderation with content goal achievement as the independent variable, conflict outcome satisfaction as the dependent variable, and participant sex as the moderator, the model was significant, $R^2 = .671$, $F(3, 268) = 182.05$, $p < .001$; the interaction term Sex \times Content Goal Achievement contributed to the model $\Delta R^2 = .02$, $\beta = .487$, $t = 3.83$, $p < .001$. Women were less satisfied than men when their content goal was not achieved and they were more satisfied than men when their content goal was achieved (see Figure 6). Using the technique proposed by Judd et al. (2001) described above, moderation of the relationships between the three social goals and conflict outcome satisfaction was also tested; the moderation was in the same direction as with the content goal (women were more satisfied than men when their social goal was accomplished and less satisfied when their social goal was not accomplished), but the results were not significant ($ps > .21$, two tailed).

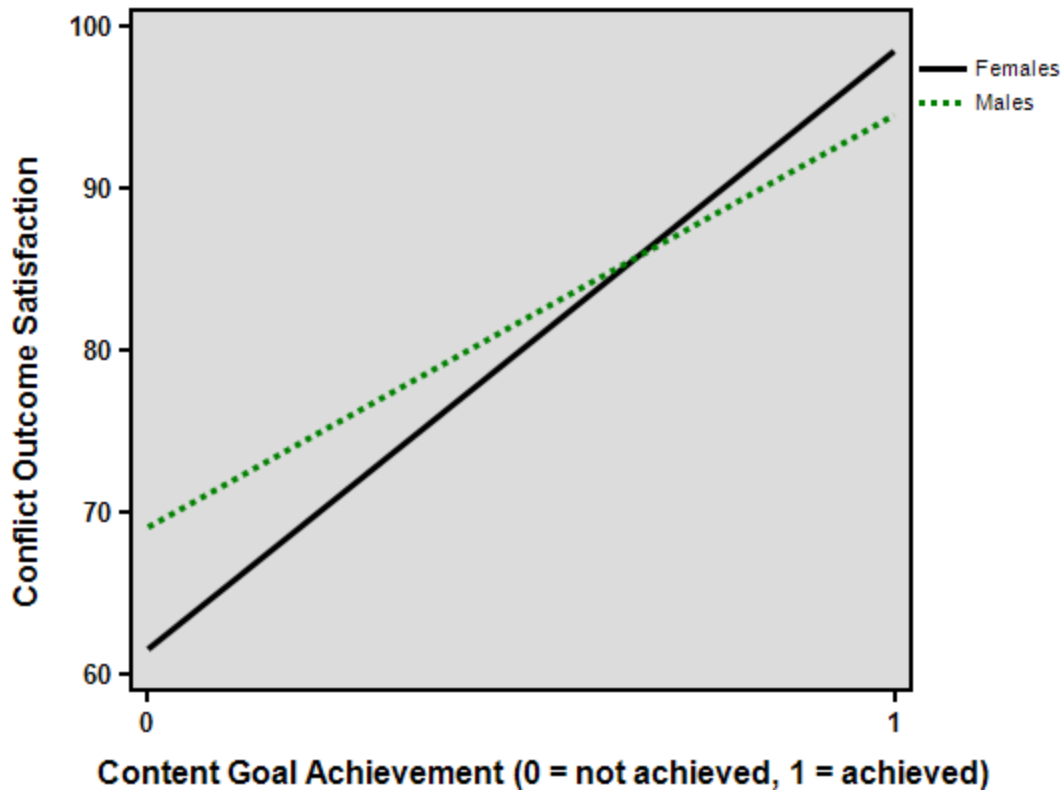


Figure 6. The moderating role of sex in predicting conflict outcome satisfaction from content goal achievement.

Age. Participant age was a nearly significant moderator (at the Bonferroni adjusted critical value of $p = .0056$) of the relationship between relationship goal achievement and conflict outcome satisfaction. Using the technique proposed by Judd et al. (2001), age attenuated the effects of relationship goal achievement, $r(246) = -.171, p = .0069$ (Figure 7). Older people had less strong reactions to achieving or not achieving their goals than younger people. Younger participants were both less satisfied when their relationship goal was not achieved and more satisfied when their relationship goal was achieved than older participants.

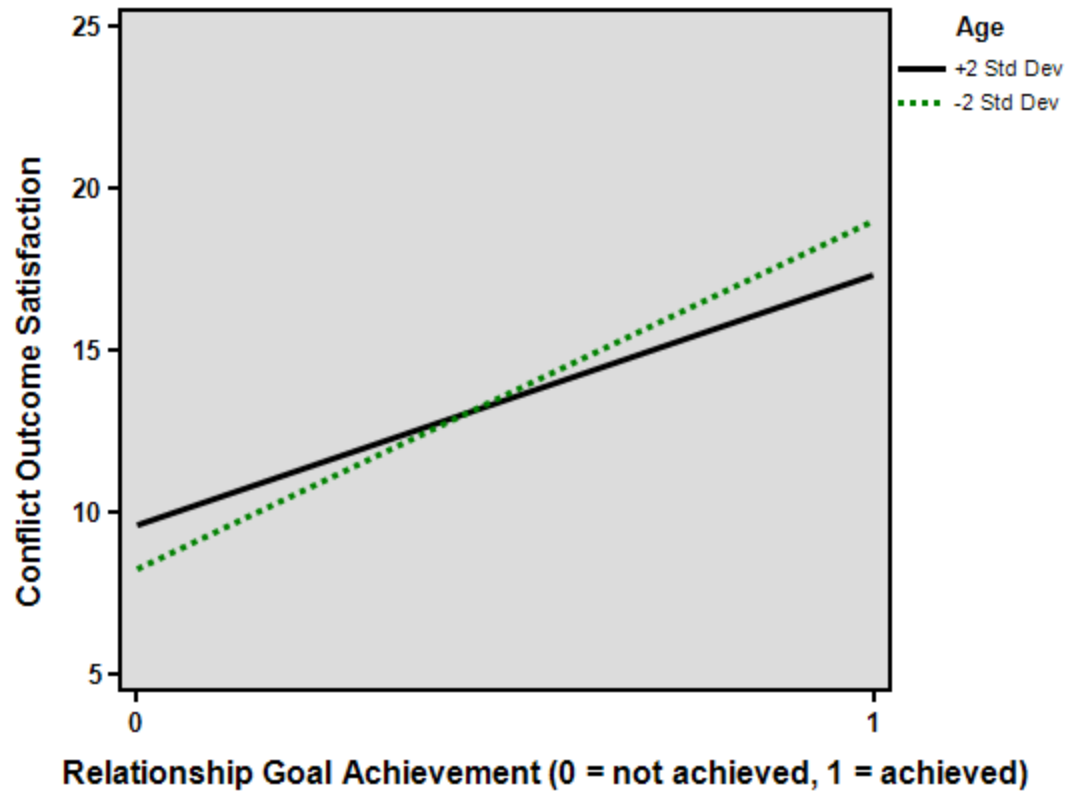


Figure 7. The moderating role of age in predicting conflict outcome satisfaction from relationship goal achievement.

Similarly, participant age was also a nearly significant moderator of relationship between identity goal achievement and conflict outcome satisfaction. Using the technique described above, age attenuated the effects of identity goal achievement, $r(246) = -.175, p = .0056$ (Figure 8). Age also attenuated the effects of content goal achievement and process goal achievement, but the relationships were not significant ($ps > .12$, two tailed).

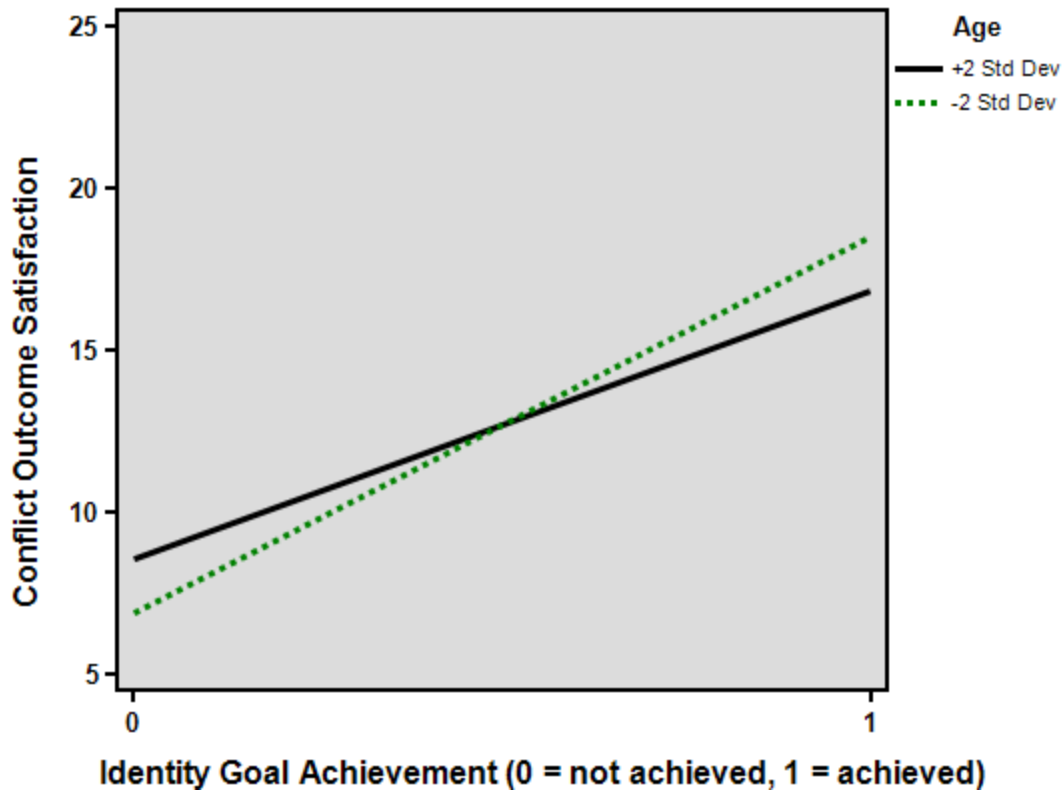


Figure 8. The moderating role of age in predicting conflict outcome satisfaction from identity goal achievement.

Church Involvement. Participant church involvement was a significant moderator of the relationship between relationship goal achievement and conflict outcome satisfaction. Using the technique previously described, church involvement amplified the effects of relationship goal achievement, $r(274) = .229, p < .001$ (Figure 9). Participants more involved in church activities were both less satisfied when their relationship goal was not achieved and more satisfied when their relationship goal was achieved than participants less involved in church activities.

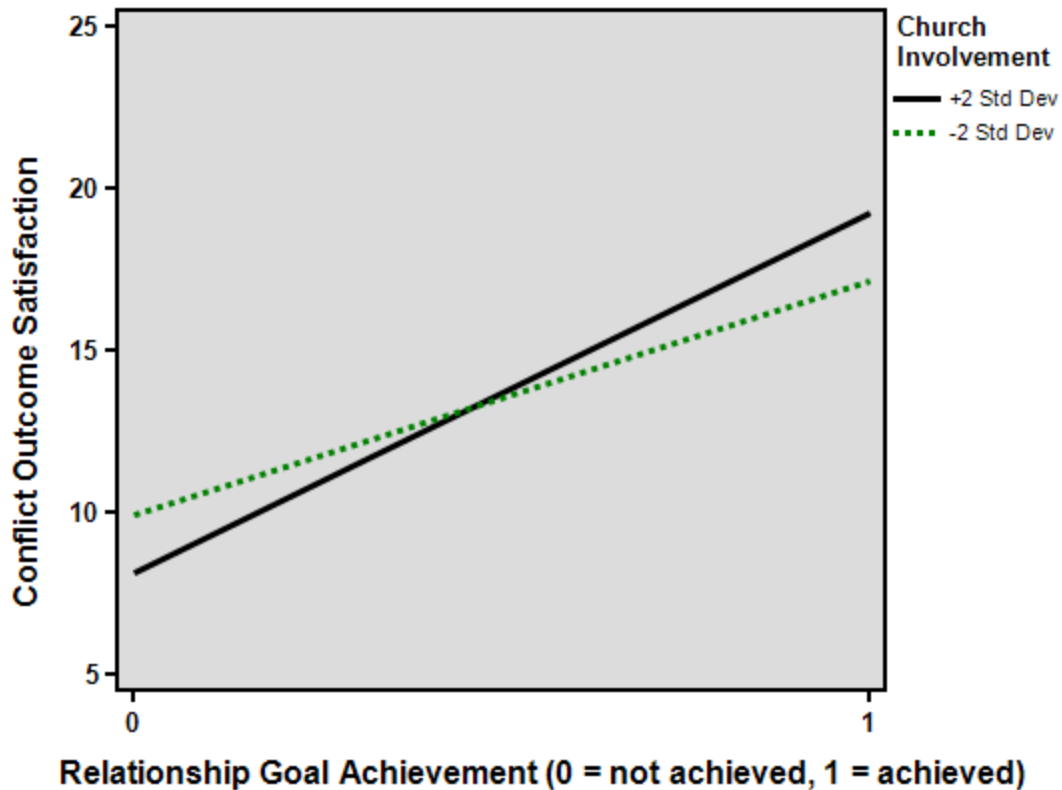


Figure 9. The moderating role of church involvement in predicting conflict outcome satisfaction from relationship goal achievement.

Participant church involvement was also a significant moderator of the relationship between identity goal achievement and conflict outcome satisfaction. Church involvement amplified the effects of identity goal achievement, $r(274) = .223, p < .001$ (Figure 10). Participants more involved in church activities were both less satisfied when their relationship goal was not achieved and more satisfied when their relationship goal was achieved than participants less involved in church activities. Church involvement also amplified the effects of content goal achievement and process goal achievement, but the relationships were not significant ($ps > .57$).

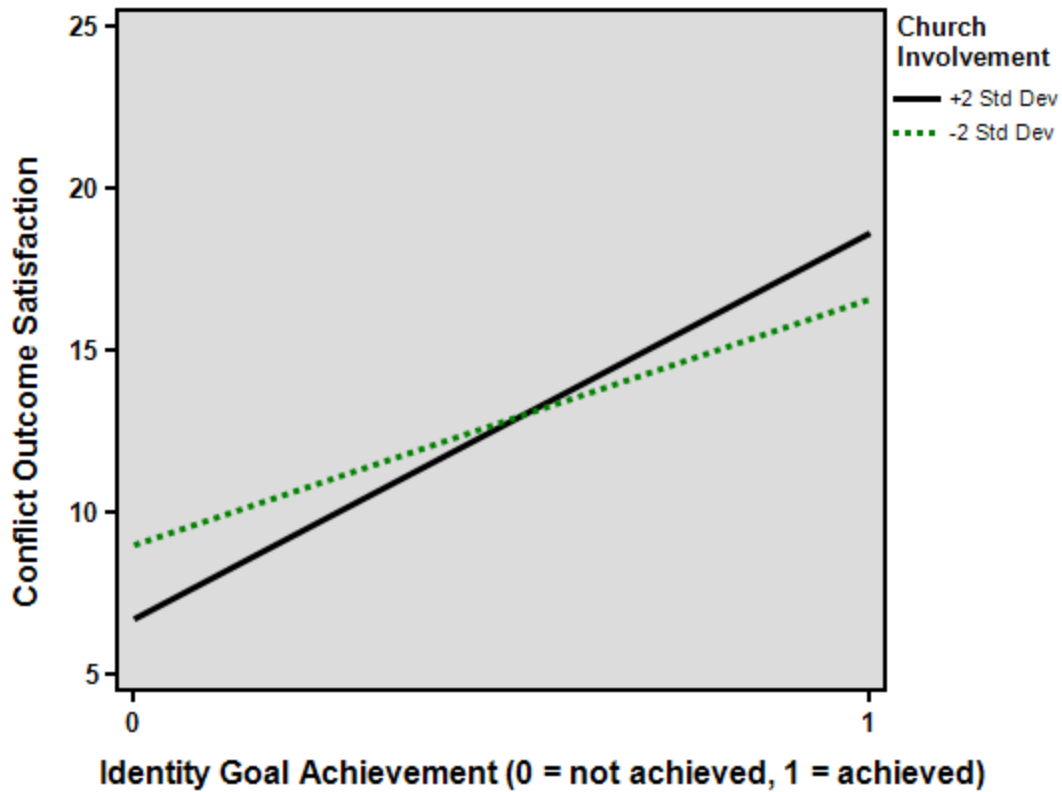


Figure 10. The moderating role of church involvement in predicting conflict outcome satisfaction from identity goal achievement.

Additional moderators (sex, age, and church involvement) were thus found for the relationship between conflict outcome satisfaction and conflict-related goals for all the goal types except process goals. Moderation from the other exploratory individual differences (education, leadership, and age of conversion) and non-hypothesized moderation from sociability, fact threat identity, and justice sensitivity was not significant ($ps > .04$).

CHAPTER FOUR

Discussion

Using a framework that recognizes both content goals and social goals (including relationship goals, identity goals, and process goals), the purpose of this role-playing experiment was to examine the relationship between achieving these conflict-related goals and satisfaction. Hypotheses derived from prospect theory successfully predicted how achieving one type of goal would moderate the effect of achieving another type of goal on conflict outcome satisfaction. Several individual differences were also hypothesized to moderate the relationship between conflict-related goal achievement and conflict outcome satisfaction, but this study found significant evidence for the moderating role of only one of these individual differences.

Specifically, the hypothesis (H_1) that the achievement of each type of conflict-related goal leads to greater satisfaction was supported. Based on the prospect theory principles of loss aversion and diminishing sensitivity, it was hypothesized (H_2) that an interaction of content and social goal achievement would increase satisfaction with the conflict outcome beyond the main effects of content and social goal achievement when both content and social goals were achieved. This hypothesis was supported when examining social goal achievement in general, and when examining relationship, identity, and process goal achievement individually.

This study also tested hypotheses that specific individual differences act as moderators of the relationship between conflict-related goal achievement and conflict outcome satisfaction. The hypothesis (H_3) that content goal satisfaction has a greater impact on people higher in dominance than on people lower in dominance was not significantly supported. The hypothesis (H_4) that relationship goal satisfaction has a greater impact on people higher in sociability than on people lower in sociability was supported. The hypothesis (H_5) that identity goal satisfaction has a

greater impact on people higher in face threat sensitivity than on people lower in face threat sensitivity was not supported. The hypothesis (H_6) that process goal satisfaction has a greater impact on people higher in justice sensitivity than on people lower in justice sensitivity was not significantly supported.

Goal Achievement Effects on Conflict Outcome Satisfaction

Although H_1 , which predicts the achievement of a conflict-related goal causes greater satisfaction with the conflict outcome, is intuitively obvious, few, if any, studies have empirically demonstrated this. The strongest evidence in this study for this causal relationship comes from comparing conflict outcome satisfaction between the two groups of participants who were randomly assigned to conditions in which the content goals were either achieved or not achieved. The relationship was significant, with a large effect size, leaving little doubt that the achievement of content goals causes greater satisfaction with the conflict outcome.

Similarly, the main effect of social goal achievement on conflict outcome satisfaction is significant, with an effect size somewhat larger than the main effect of content goal achievement. However, there was no random assignment to groups (participants were asked to indicate their satisfaction with the outcomes both when the social goal was achieved and when it was not achieved), leaving the possibility of a non-causal relationship, that is, the achievement status of the relationship goal may not have caused the differences in satisfaction with the conflict outcome. Nevertheless, this main effect is consistent with the hypothesis that achieving a conflict-related goal leads to greater satisfaction with the conflict outcome than if the goal was not achieved.

When the social goals were analyzed individually, goal achievement was associated with large and significant effects for each of the social goals (relationship, identity, and process). So

H₁, the achievement satisfaction hypothesis, was supported across all social goal types, indicating that all types of social goals may have a major impact on conflict outcome satisfaction, regardless of whether the content goal was achieved or not.

It can be noted that the impact of the process goal achievement (process goal: “to make sure that decisions are made fairly;” conflict outcomes: “he refused to discuss with you how and why this decision was made” or “he explained to you how the decision was made in a fair and just way.”) was smaller than the impact of the relationship and identity goals. Informal debriefing with several participants ($n < 5$) indicated that at least some participants were habituated to not knowing how decisions were made (especially in larger churches) and were not especially bothered by not having this goal achieved. This may have led to a smaller main effect of achieving their process goal, relative to the relationship and identity goals, because this process goal may have been less important than the relationship and identity goals in this context.

Because conflict-related goals of each type (content, relationship, identity, and process) can exist in multiple forms in any context, no conclusions can be made from this study about the relative importance of each type of goal. Nevertheless, for the conflict scenarios designed for this study, it might be useful at an applied level to note that for each social goal type, satisfaction was above the scale midpoint when the social goal was achieved but the content goal was not achieved. In contrast, when the social goal was not achieved but the content goal was achieved, satisfaction was generally below the midpoint (with the exception of when the process goal was not achieved). This might be summarized in lay terms, assuming that the content goal achievement would be viewed as the salient outcome, that the achievement of social goals (such as relationship maintenance, face saving, and fairness) would be viewed as part of the conflict

resolution process, and that global satisfaction with the outcome is a measure of the quality of an outcome, as “How a conflict is resolved is more important than the actual resolution” for conflicts that are similar to the ones in this study. This would mean that, in order to find a satisfactory outcome for an opponent in a conflict such as a negotiation, one should expend as much effort, if not more, in seeking solutions that achieve the opponent’s social goals as in seeking solutions that achieve the opponent’s content goals.

The goal interaction hypothesis, H_2 , states that content and social goal achievement interact in predicting conflict outcome satisfaction in such a way that the difference in conflict outcome satisfaction when a content goal is achieved (relative to not achieved) is greater when the social goal is achieved than when the social goal is not achieved. This hypothesis, supported by this study, is based on the principles of loss aversion and diminishing returns which form the foundation of prospect theory. Neither loss aversion nor diminishing returns was directly detectable in this study because a reference point was not measured. However, their combined effect (which does not require knowing the subjective reference point to detect) predicted the obtained interaction. This is possibly the first study to demonstrate that prospect theory can be applied within the field of interpersonal conflict to predict satisfaction with the conflict outcome.

Previous studies on interpersonal conflict have focused on the benefits of integrative solutions, that is, solutions that respond to the goals of each disputant, and have indicated that integrative solutions lead to higher overall satisfaction (Fisher et al., 1991; Rahim, 2001). This study demonstrates that integrative solutions in which both content and social goals are achieved are likely to result in higher satisfaction than solutions where one goal is achieved and the other is not achieved. Moreover, this satisfaction is greater than would be expected by simply adding together the main effects of differences in satisfaction associated with achieving the content or

social goals alone.

These interactions predicted by prospect theory occurred for each of the three social goal types when studied individually. Medium effect sizes were found for the interactions involving the relationship goal and the identity goal but the effect size was small for the interaction involving the process goal. As mentioned previously, not achieving the process goal may have caused only a minor negative reaction because such an outcome may be common in the context in which this study's scenarios rested. If this is the case, it is possible that many people did not experience loss aversion when their process goal was not achieved (since this outcome would be considered more in line with the subjective reference point, not a loss). Interestingly, it does not appear that the process goal was less important than the content goal; satisfaction was about equal when only one of the two goals was achieved, indicating similar levels of importance.

On an applied level, this study provides evidence that integrative solutions (solutions that respond to each disputant's goals) that include responses to individuals' social goals are especially important if joint outcomes are a concern. Typically, conflicts involve the perception of incompatible content goals, especially if they involve competition for scarce resources (Pondy, 1967; Tjosvold, 1997). This often results in compromise solutions rather than integrative solutions concerning the achievement of content goals (e.g., an integrative solution concerning the starting time of the children's program, such as having one program start at 7:00 p.m. and a second one start at 8:00 p.m., might not be feasible; however, a compromise solution of starting at 7:30 p.m. would be feasible). However, social goals often do not face the same limitations of resources that content goals do. Both disputants may show respect to each other or treat each other in a fair manner with only minimal cost involved that does not prevent their content goals from being achieved. Thus, if one or both disputants focus on making sure the other's social

goals are achieved, the gain in satisfaction from achieving the social goals may come close to the loss of satisfaction that may result from not achieving (or only partially achieving) the content goals. By ensuring that the other disputant's social goals are met, a compromise solution can be transformed into a partially integrative solution, where each disputant has some goals achieved. For the relationship and identity goals in this study, the level of satisfaction in such situations (i.e., when the content goal was not achieved but the social goal was achieved) was above the midpoint, indicating a general trend toward satisfaction and that the social goal was more important than the content goal. Similarly, when the content goal was achieved and either the relationship or identity goal was not achieved, the level of satisfaction was below the midpoint, indicating a general trend toward dissatisfaction and that, once again, the social goal was more important than the content goal.

Moreover, the interaction detected in this study indicates that it is especially important that both content and social goals are achieved by each disputant if the disputants are concerned with maximizing each other's satisfaction with the outcome. If the content and social goals were equally important, prospect theory predicts the failure to achieve either type of goal results in a level of satisfaction that is closer to the level of satisfaction from achieving neither goal than to the level of satisfaction from achieving both goals. This was not always the case in this experiment; the social goals appeared to be more important than the content goals. However, on the average, across both content and social goals, the satisfaction of achieving only one goal was closer to the satisfaction of achieving neither goal than the satisfaction of achieving both. On a proverbial level, this could be summarized as "Partial success feels more like complete failure than complete success." This means that disputants concerned about one another's satisfaction with the outcome need to avoid unnecessarily preventing a goal of the other (even a seemingly

minor one) from being achieved.

A number of factors may influence how important a goal is to an individual (Austin & Vancouver, 1996). The context of the conflict may influence how important a goal is; for example, goals concerning the music at a worship service which a person does not attend will probably be less strong than goals concerning the music at a worship service that a person attends regularly. Some goals will be viewed as critical and others will be viewed as minor. The importance of goals may also be influenced by individual differences such as personality, self-efficacy, demographics, or the degree of forethought given to achieving a goal. These individual differences are associated with differences in motivation, preferences, and desired behaviors which influence how important a goal will be.

Individual Differences as Moderators of the Relationship between Conflict-Related Goal Achievement and Outcome Satisfaction

This study examined whether individual differences are associated with some people being more sensitive than others to the achievement of the various conflict-related goals. In previous interpersonal conflict literature, personality traits have been generally linked to conflict styles (e.g., Antonioni, 1998; Wood & Bell, 2008). However, this is possibly the first study linking personality traits to conflict outcome satisfaction. The traits hypothesized to influence this relationship were chosen because they are associated with motivational tendencies that correspond to conflict-related goals. Discovering individual differences that moderate the relationship between the achievement of various types of conflict-related goals and conflict outcome satisfaction increases our understanding of which goals may be more important to some people than to others. However, this study was successful in only detecting one of the four hypothesized relationships, perhaps indicating that any such moderators may have a quite limited

range of effect.

It was hypothesized (H₃) that people high in dominance would react more strongly if their content goals were or were not achieved than people who were low in dominance. The interaction was in the hypothesized direction, but it was not significant. Although it is difficult to interpret null results, there are at least two possible reasons why this relationship was not detected.

First, it is possible that the items chosen to measure dominance (i.e., Goldberg, 2012) focused too much on abilities that facilitate dominating behavior (e.g., *I express myself easily* and *I can't come up with new ideas* (reverse coded)) rather than on the motivation to dominate. Without the motivation to dominate, it is possible that abilities that enable dominating behavior do not lead to greater or lower satisfaction if content goals are achieved or not. If this were the case, this would mean that the wrong construct was measured in this study. A measure of the motivation to dominate might provide a moderator; future studies can examine this possibility.

Second, it is also possible that a relationship was not detected because the behavioral pattern that characterizes dominance does not moderate the relationship between content goal achievement and global satisfaction, but rather the relationship between content goal achievement and a more specific emotional reaction. Hess and colleagues (Hess, Adams, & Kleck, 2005) found that higher dominance is associated with more frequent displays of anger and fewer displays of sadness, but is not related to the frequency of displays of happiness. However, this pattern is somewhat contrary to the pattern hypothesized in this study which predicted that people higher in dominance would display a higher level of satisfaction (which may have an emotional component; Biswas-Diener, Kashdan, & King, 2009; Diener, Fujita, Tay, & Biswas-Diener, 2012) when the content goal was achieved and a higher level of dissatisfaction when the

content goal was not achieved. Although the numerical and adjective scales did not distinguish between anger and sadness (using the neutral expressions *terrible* and *extremely dissatisfied* as anchors for the negative end of the satisfaction scale), the face scale used sad faces to indicate low satisfaction. If the face scale had used angry faces, rather than sad faces, to indicate low satisfaction, it might have better measured the response of people high in dominance. One unsolicited email from a participant made a similar observation, “I do think my reactions would have been better measured if you had some of the cartoon faces drawn with steam rising from their ears or with fists clenched ready for battle. I deferred to the tears, but truth be told, I’d have made the other guy cry first. ☺” Future research can explore the idea that dominance acts as a moderator of the relationship between content goal achievement and expressions of anger.

As hypothesized (H₄), the relationship between relationship goal achievement and conflict outcome satisfaction was moderated by sociability. More sociable people were both more satisfied by achieving their relationship goal and less satisfied by not achieving their relationship goal than people who were less sociable, but the effect size was small. Sociability, as a measure of the need for affiliation, indicates the level of motivation that an individual has for maintaining and developing relationships. The measure used in this study (Cheek & Buss, 1981) focused on measuring the positive emotions associated with being with others. It is possible that a more narrowly focused measure of sociability which more directly taps into need to for affiliation and the distress experienced when one’s affiliation need is not met, such as a measure of the need to belong (Baumeister & Leary, 1995; Leary, Kelly, Cottrell, & Schreindorfer, 2013), would have detected a stronger relationship.

The hypothesis (H₅) that the relationship between identity goal achievement and conflict outcome satisfaction would be moderated by face threat sensitivity was not supported. This may

be due to broad nature of the category of identity goals. Failing to achieve an identity goal may not always be viewed as a threat to one's face. It is possible that failure to attain the identity goal chosen in the scenarios ("to act in a loving, Christ-like way") was not especially perceived to be a face threat, but rather a failure to live consistently with one's personal values. Face threat sensitivity was measured with items describing the participants' reactions to hurtful responses from others (e.g., "I don't respond well to criticism" or "My feelings get hurt easily"). In the scenarios and outcomes used in this study, there are no hurtful responses from the person with whom the participant has a conflict (e.g., "You did not act in a loving, Christ-like way when you discussed it with him."); the identity goal is achieved or not achieved due to one's own behavior. So it appears that face threat sensitivity was not an appropriate construct for measuring the motivational tendency that could moderate the relationship between the achievement of the specific identity goal described in the scenario and conflict outcome satisfaction. Because consistency in one's values and behaviors can be an especially important identity goal (Hitlin, 2003), perhaps a construct that focused more on individual differences in the importance of attitude-behavior consistency, such as self-monitoring (Snyder, 1974; Zanna, Olson, & Fazio, 1980), would moderate the relationship between the achievement of this specific identity goal and conflict outcome satisfaction. The relationship between identity goal achievement and conflict outcome satisfaction may be stronger in people who value more highly attitude-behavior consistency than in people who value it less.

It was hypothesized (H_6) that people high in justice sensitivity would respond more strongly to achieving or not achieving their process goal than those low in justice sensitivity because justice sensitivity may be a measure of the motivation for a just and fair process. This hypothesis was not supported; the moderation was in the hypothesized direction, but the

relationship was not significant. If the hypothesized relationship exists, there are several possible factors that may have contributed to this lack of support. One possible reason is that the process goal achievement treatment (e.g., “the pastor explained to you how the decision was made in a fair and just way” or “the pastor refused to discuss with you how and why this decision was made”) was not strong enough to generate a sense of substantial justice or injustice as discussed previously. Expectations for understanding the process by which decisions are made may be especially low in large churches where such processes may never be visible. An explanation of why the decision was made, or lack of explanation, may not have been a clear signal that the process goal was achieved or not. If this was the case, the differences in the reactions of those high and low in justice sensitivity might have been too small to detect.

Another possible reason concerns the nature of justice and injustice that underlies the justice sensitivity scale. The items in the scale all deal with someone receiving or not receiving something that they deserve or do not deserve, whether positive or negative (e.g., “I’m upset when people don’t receive the recognition that they merit” or “I’m outraged when someone is treated worse than others”). However, the process goal in the scenarios focused on decisions being made fairly. Whereas the justice scale focused on interpersonal behavior, the process goal focused on the decision making process. The concerns underlying these two elements of process may be sufficiently independent so that little difference was detected between the responses of people higher and lower in justice sensitivity when their process goal was achieved or not achieved.

If individual differences moderate the relationship between conflict-related goal achievement and conflict outcome satisfaction, disputants, if they share sufficient knowledge of one another, can better focus on the goals which will potentially be of most value to the other

disputant or have the greatest impact on the other disputant. Based on this study, it appears that people who are more sociable respond more strongly to the achievement or non-achievement of relationship goals than people who are less sociable. Other individual differences may also tap motivational tendencies which moderate the relationship between goal achievement and outcome satisfaction, but future studies will be necessary. When disputants know which types of goals might be most valued by the other, they can focus on ensuring that the other achieves them when an integrative solution is desired.

Conflict outcome satisfaction predicts behavior that is important both on the organizational level (e.g., attrition; Harman et al., 2007; Lee & Mitchell, 1994) and individual level (e.g., relationship termination; Hendrick et al., 1988). Understanding how individuals differ in valuing the achievement of different types of conflict-related goals will enable disputants to adjust their conflict resolution tactics, especially negotiation, to focus on the goals that bring the greatest satisfaction in order to find integrative solutions that will satisfy both of them. For example, a leader of a voluntary organization who is negotiating a conflict with a sociable volunteer would do well to make sure that he or she interacts in a way that strengthens the relationship with the volunteer. Even if the leader cannot respond positively to the volunteer's content goals, a sociable person is likely to highly value achieving his or her relationship goals, which may have a compensatory effect on the volunteer's overall satisfaction with the conflict outcome.

In sum, only H₄ concerning the relationship goal and sociability was supported. The other hypotheses involved moderators that may have been insensitive measures of the motivation associated with the chosen goals or manipulations that produced effects too weak to be detected.

Limitations and Further Studies

Several limitations should be noted, some of which may serve to direct future studies. As an online experiment, the external validity of the results may be questioned. Participants were asked to imagine situations in a church context that may or may not have been similar to situations that they had previously experienced. They were asked to imagine their level of satisfaction to various outcomes. The degree to which this corresponds to their actual level of satisfaction with such outcomes is very likely to be quite high (Robinson & Clore, 2001), but the complexity of actual conflict situations may weaken this relationship, especially if they are not expecting to experience such events in the near future (Lieberman, Sagristano, & Trope, 2002). A study which asks participants to recall (rather than imagine) situations in which various conflict-related goals were achieved or not achieved could provide another line of evidence. Such a study, based on real conflicts, would provide evidence of the present study's external validity, but it would also be limited by memory distortions and motivated remembering. Similarly, a laboratory study in which participants' content and social goals are achieved or not achieved in an actual conflict or negotiation would provide additional lines of evidence. Such a study would provide evidence involving real conflicts in a controlled environment, not simply imagined conflicts. However, manipulating the achievement of conflict-related goals outside of a laboratory setting may be difficult because of ethical problems.

People tend to be excellent predictors of the valence of their affective response to an anticipated event (Wilson & Gilbert, 2003; Wilson, Wheatley, Kurtz, Dunn, & Gilbert, 2004) and of the variety and intensity of feelings that they will experience in response to an anticipated stimulus (Robinson & Clore, 2001). However, they tend to be poor predictors of how their emotional response to an event will evolve over time (Wilson, Wheatley, Meyers, Gilbert, & Axsom, 2000) and how the event will impact their general well-being, phenomena that Wilson

and Gilbert (2003, 2005) call *affective forecasting*. This present study examined only anticipated global evaluations of how satisfactory conflict outcomes would be, evaluations that are likely to highly correspond to what the participant would actually experience at the moment the outcome occurs, unless the situation seems very distant from them (Liberman et al., 2002) or the losses involved are very minor (Harinck, Van Dijk, Van Beest, & Mersmann, 2007; Kermer, Driver-Linn, Wilson, & Gilbert, 2006). However, the question of how the achievement of conflict-related goals, both content and social, affects long term satisfaction remains unknown. Because of the cognitive biases that occur in affective forecasting (Wilson & Gilbert, 2003, 2005), scenario-based laboratory experiments such as this study are unlikely to provide accurate information about long-term effects. Studies based on actual conflicts will be necessary to understand these effects.

This study examined conflict outcomes where only two goals (one content and one relationship) were salient in the outcome. This produced both main effects and two-way interactions in estimating satisfaction with the conflict outcome. In real conflicts, many more goals may be present and their achievement or non-achievement may be salient in the conflict outcome. It is not known how achievement of these goals might interact, or even if all conflict-related goals would have a main effect. For example, if the conflict outcome involved three salient goals that are either achieved or not achieved, do the two-way interactions continue to exist or are they subsumed by a three-way interaction? Similarly, if there are multiple goals, are there conditions under which the achievement of some does not have main effects? Further studies can examine these effects when multiple goals are present.

In this study each goal was associated with each of the three scenarios in a counterbalanced fashion so as to avoid a confounding of context and goals. Such a confounding

would likely influence goal importance. The relationship between conflict-related goal importance and context remains largely unknown. Future studies should seek to understand if some conflict-related goals, especially social goals, are more important in some contexts than in others. The organizational context might be an especially important context to consider. For example, social goals might be more important in voluntary organizations where the benefits of organizational participation are primarily immaterial (Etzioni, 1975) than in organizations where members are salaried. Similarly, achieving social goals in religious organizations may be more important than in non-religious organizations because of the centrality of social networks and the emphasis on normative social behavior which are found in religious organizations.

In this study, the goals were chosen to be of approximately equal importance across the scenarios. However, only a weak interaction was detected between content goal achievement and process goal achievement. The achievement of these goals had similar main effects indicating that they were approximately equally important to the participants, but, as discussed earlier, the weak interaction was perhaps due to the participants not associating the unachieved process goal with a loss. It is not clear what goals produce a sense of loss if not achieved. It may be possible that some unachieved important goals may produce a sense of loss and others do not. Similarly, some goals of low importance may produce a sense of loss if not achieved. The nature of conflict-related goal importance and the relationship between conflict-related goal importance and loss aversion should be examined in future studies.

This study identified several non-hypothesized individual differences (age, sex, and church involvement) that moderated the relationship between conflict-related goal achievement and conflict outcomes satisfaction. None of these individual differences produced main effects in predicting conflict outcome satisfaction, but they either amplified or attenuated participants'

responses to achieving or not achieving their conflict related goals, indicating these individual differences are associated with differences of goal importance.

Age significantly moderated both the relationship between relationship goal achievement and conflict outcome satisfaction and the relationship between identity goal achievement and conflict outcome satisfaction. For both relationship and identity goal achievement, older people had less positive reactions when their goal was achieved and less negative reactions when their goal was not achieved compared to younger people. For content goal achievement and process goal achievement, the moderation was in the same direction but did not reach significance. Thus, in this sample, age attenuated conflict satisfaction associated with all four conflict-related goals.

There are several possible and non-exclusive reasons for this result. Future studies can test the psychological variables which might mediate the relationship between the goal achievement by age interaction and conflict outcome satisfaction. The first candidate to consider is emotional intensity. Global satisfaction may have several components including a long term eudaimonic component and a short term hedonic or emotional component (Biswas-Diener et al., 2009; Diener et al., 2012; Ryan & Deci, 2001). In general, older adults have less intense emotional reactions than younger people (Diener, Sandvik, & Larsen, 1985). This may be due to biological differences, such as a higher threshold of autonomic arousal, or to socialization and cultural norms which dictate that older people should be less reactive. Intensity of emotional reactions should be tested in future studies to see if it provides a possible mediator for the relationship in question.

It is also possible that habituation occurs (Brickman, Coates, & Janoff-Bulman, 1978; Diener et al., 1985; Sharpless & Jasper, 1956). Older adults have had more experience in negotiating relationships than younger people, including both successes and failures. Older

people may thus have become habituated to achieving or not achieving their relationship goals in conflicts and have correspondingly weaker responses. Thus measuring the degree that people are experienced in conflicts may provide a mediator for the relationship in question.

Socioemotional selectivity theory (Carstensen, 1992, 1995; Carstensen, Fung, & Charles, 2003) provides a third possible reason for older adults having less strong reactions to achieving or not achieving their social goals. Socioemotional selectivity theory predicts that older people are more motivated to socialize for emotional support and less motivated to develop their identity and obtain new information through relationships than younger people. This results in older people being more selective in choosing the people with whom they interact socially. Social interaction with people outside of one's family or network of close friends plays a less central role as adults become older (Levitt, Weber, & Guacci, 1993) and older adults tend to use dismissive attachment style more often (Webster, 1997). In this study, this corresponds to older adults reacting to their social goal achievement as if the social goal was less important to them than to younger people. Rather than expressing concern about social interactions with the types of people described in the scenarios (a pastor, a worship director, and children's program director), older adults may be more selective, giving preference to relationships with their family and a limited number of friends who provide emotional support. Hence, less concern about social interaction with the people described in the scenarios produces less extreme reactions to social goal achievement. Concern for people outside of a person's closest social group may thus provide a mediator of the relationship in question and should be tested in future studies.

Participant sex significantly moderated the relationship between content goal achievement and conflict outcome satisfaction. Women were both more satisfied when their content goal was achieved and less satisfied when their content goal was not achieved than men.

A similar pattern of moderation was found between relationship goal achievement, identity goal achievement, and process goal achievement and conflict outcome satisfaction, but these relationships did not reach significance. As is the case with older people, males had less strong reactions to achieving or not achieving their goals. This is possibly due to sex differences in the intensity of emotional expression, specifically, women having a tendency to express emotions more strongly than men (Diener, Sandvik, & Larsen, 1985; Fujita, Diener, & Sandvik, 1991), perhaps due to both biological and socialization differences (Brody, 2000). To determine if this is the case, future studies can test whether the intensity of emotional reaction mediates the relationship between participant sex and conflict outcome satisfaction.

This study also found that church involvement significantly moderated the relationship between relationship goal achievement and conflict outcome satisfaction as well as the relationship between identity goal achievement and conflict outcome satisfaction. People who are more involved in the church were both more satisfied when their relationship or identity goals were achieved and more dissatisfied when they were not achieved than people who are less involved. The relationship with content goal achievement and process goal achievement was in the same direction, but, once again, did not reach significance. In this study, higher church involvement amplified the reactions to achieving or not achieving all conflict-related goals, indicating that the goals may have been more important to people with higher church involvement compared to people with lower church involvement.

Future studies, involving any type of voluntary organization, can test the psychological variables which might mediate the relationship between the goal achievement by organizational involvement interaction and conflict outcome satisfaction. The first candidate to consider is the perceived benefit from organizational involvement. Interdependence theory (Kelley & Thibaut,

1978; Thibaut & Kelley, 1959) predicts that people desire closer relationships to others to the degree that benefits from these relationships outweigh the costs. In voluntary associations, organizational involvement depends on the perceived level of rewards (typically symbolic, non-monetary rewards) that members receive (Etzioni, 1975). Greater organizational involvement is likely to be associated with a greater level of benefits relative to the costs. Maintaining relationships thus becomes a priority. Because conflict-related goals may become more important with greater involvement, success or failure in achieving them may create stronger reactions in people who are more involved in an organization compared to people who are less involved. Future studies can test this idea by examining if the relationship between organizational involvement and conflict outcome satisfaction is mediated by perceived benefits from involvement.

A second possible source for a mediator of the relationship in question may come from a social identity perspective (Hogg & Terry, 2000; Tajfel & Turner, 1986) in an organizational context. Social identity predicts that people who have a higher level of group identification will more likely value and intend to act upon the group norms than people who have a lower level of group identification (Terry & Hogg, 1996). Thus people who more highly identify with the organization are more likely to be concerned about acting consistently with group norms than people lower in church involvement. They are likely to react more strongly to achieving or not achieving their conflict-related goals than people who identify less with the organization. Future studies can examine if group identification mediates the relationship between church involvement and conflict outcome satisfaction.

Church involvement is a moderator that is specific to the organizational context examined in this study, evangelical churches. There are a number of characteristics of the sample used in

this study that might limit the generalizability of these results to other organizational contexts. For example, the priority given to social goals (compared to content goals) may be different in evangelical churches compared to other organizations. Evangelicals may prioritize social goals in order to maintain unity or to conform to explicitly stated behavioral norms found in the Bible and other documents that define conditions for membership. Yet the tendency of evangelicals to move toward mega churches (von der Ruhr & Daniels, 2012) indicates that the quality and content of programs may be prioritized over relationships. Similarly, members of voluntary organizations (such as churches) may only spend a few hours per week with other members of the organization, compared to employees of organizations who may spend a third of their waking time with other members of the organization. This may cause members of voluntary organizations to give lower priority to social goals. Similarly, the power bases (French & Raven, 1960) used in hierarchical relations in voluntary organizations differ from that of other organizations. In voluntary organizations, coercive and reward power may be less effective than when used in other organizations (Etzioni, 1975). Legitimate power, referent power, and expert power may be predominant in hierarchical relationships in churches because they are more effective. The frequent and necessary use of these power bases may increase the importance of all social goals. Future studies can compare the relationships between conflict-related goal achievement and conflict outcome satisfaction in other organizational contexts to those of evangelical churches in order to better understand these phenomena and discover under what conditions they exist.

This study sought to find moderators of the relationship between the achievement of specific conflict-related goals and conflict outcome satisfaction. Little evidence was found when trying to link specific personality traits to specific types of conflict-related goals. However, some

evidence was found that demographic characteristics (gender and age) and organizational involvement moderate the relationship between the achievement of *all* types of conflict-related goals and conflict outcome satisfaction. This raises the possibility that other individual differences might moderate this relationship for all goal types as well. Social dominance orientation (Pratto, Sidanius, Stallworth, & Malle, 1994; Sidanius & Pratto, 2001) might be one such candidate. People high in social dominance tend to see the world as hierarchical and in terms of winners and losers; they are characterized by tough-mindedness, the desire to accomplish their goals whatever the cost (Duckitt, 2006). This means that people high in social dominance may be more satisfied when they achieve any type of goal and less satisfied when they do not, compared to people low in social dominance. Conscientiousness might be another candidate. Conscientiousness is positively associated with goal setting motivation in a broad range of contexts (Barrick, Mount, & Strauss, 1993; Colquitt & Simmering, 1998; Gellatly, 1996; Judge & Ilies, 2002). This may mean that achieving all goals may be more important to people higher in conscientiousness than people lower in conscientiousness, resulting in greater satisfaction when goals are achieved and lower satisfaction when goals are not achieved.

To test whether these individual differences (or others) have a wide impact across all types of goals, an experiment similar to the one in this study could be used. However, it would be important to control for demographic (e.g., sex and age) and organizational (e.g., commitment or involvement) variables because they may be related to both conflict outcome satisfaction and the personality traits in question.

Conclusions

This study is possibly the first to demonstrate that prospect theory (Kahneman & Tversky, 1979, 1984), based on the principles of loss aversion and diminishing rewards, can be

used to partially predict an individual's satisfaction with various conflict outcomes. Conflict studies have long presented evidence that integrative solutions, those that respond to multiple goals of both parties, are the best solutions in many contexts because they limit the negative effects of conflict. This study has contributed to better understanding responses to conflict outcomes. Responding to each of the conflict related goals of one of the disputants increases the disputant's satisfaction with the outcome. When both a content goal and a social goal are present, disputants are especially satisfied when both goals are achieved, more than what might be expected when looking at the satisfaction that comes from achieving only one goal at a time.

In addition, this study has demonstrated that individual differences are associated with differences in the effects of achieving various types of goals; some people respond more strongly to achieving certain goals than others. The results of this study are highly relevant to disputants, negotiators, and mediators who want to maximize joint outcomes in order to reduce the negative, destructive impact of conflicts. The results could be used to enable them to better understand how to maximize joint outcomes in light of the conflict-related goals and the individual characteristics of the people involved. Further studies on the relationship between individual differences and conflict outcome satisfaction can help them understand even more how to achieve the most satisfying outcomes to conflicts.

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Appendix A

Sample Survey (One of Six Versions)

1. Welcome

Thank you for your interest in taking this survey on how you might respond to conflict in churches. Your participation will enable many churches to learn how to better deal with difficult situations.

Please read the Informed Consent text below and click "Next" to continue directly to the survey if you agree to participate.

INFORMED CONSENT AUTHORIZATION

PURPOSE: The purpose of the current study is to understand how people respond to conflict in evangelical churches.

PARTICIPATION: This study seeks participants who are at least 18 years old and either attend an evangelical church or consider themselves evangelical Christians. If you volunteer for this study, you will be asked to answer approximately 50 multiple choice questions. We expect your participation to take about 10-15 minutes of your time.

VOLUNTARY PARTICIPATION: Please understand that participation is completely voluntary. You may withdraw from participation at any time during the study. You also have the right to refuse to answer any question(s) for any reason.

RISKS & BENEFITS: The risks to you are minimal; however, some participants may find that some questions deal with a topic more sensitive than they would like to address. In such a case, you have the right to skip an item or to refuse to continue with the study. Although there is no direct benefit to you, you will help benefit both churches and the field of social psychology by helping us understand how people respond in church conflict situations. In addition, you may benefit from greater self-understanding and new insights into various situations.

COMPENSATION: There is no compensation for participating in this survey. However, a gift of \$5.00 will be given to a non-profit organization of your choice.

CONFIDENTIALITY: Each individual's responses will be strictly confidential in order to maintain anonymity. No names or individual identifying information will be asked for or maintained. With the exception of the researchers involved in running this study, nobody will be allowed to see or discuss any of the individual responses. Your responses will be combined with many others and will be reported in group form in a presentation and/or professional journal article.

A summary report and explanation of the results can be made available to you when the study is completed. If you would like a summary of the results of the study, please contact David Dunaetz at david.dunaetz@cgu.edu or 695 Bougainvillea St, Azusa, CA 91702, telephone (626) 804-3533.

If you have any questions or desire any more information, you may contact David Dunaetz at the above addresses. You may also contact Dr. Allen Omoto who is supervising this project at allen.omoto@cgu.edu or 175 E. 12th St., Claremont, CA 91711. This study and its procedures have been approved by the Claremont Graduate University (CGU) Institutional Review Board (IRB). This Board is responsible for ensuring the protection of research participants. You may contact the CGU Office of Research and Sponsored Programs for any questions at (909) 607-9406.

AUTHORIZATION:

I have read the above and understand the nature of this study and agree to participate. By clicking on the "NEXT" button below, I am consenting to volunteer for the study. I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to answer items and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

2. Imagine Yourself in This Scenario Involving a Children's Program

Here is the first of three scenarios you will read. Imagine yourself in the situation described. You will be presented with two possible outcomes. Please respond to the questions following each outcome.

Imagine you are a parent of a 5 year old and a 7 year old who are involved in a Wednesday night children's program at church. The director of the program has recently announced that he is going to change the starting time of the program from 7pm to 8pm so that parents aren't so rushed after work to bring their children to the program. You believe that this is too late for your children and that it will not be good for any of the children to have a program that runs so late into the evening. Your goals are to get the beginning time changed back to 7pm, to maintain and even strengthen your relationship with the director, to act in a loving, Christ-like way, and to make sure that decisions are made fairly.

First Possible Outcome:







The program director decided to move the starting time back to 7pm, but he spoke to you in a way that hurt your relationship and made you trust him less.

	Terrible	Bad	Somewhat bad	Neutral	Somewhat Good	Good	Excellent
What is your global evaluation of this outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied would you be with this first outcome?

1	2	3	4	5	6	7	8	9	10
Extremely Dissatisfied									Extremely Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the next question, please use the following scale:

					
1	2	3	4	5	6

Which face best describes your global satisfaction with this first outcome?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

Second Possible Outcome:

The program director decided to move the starting time back to 7pm and he spoke to you in a way that built up the relationship and made you trust him more.

Terrible Bad Somewhat bad Neutral Somewhat Good Good Excellent

What is your global evaluation of this outcome? ☐ ☐ ☐ ☐ ☐ ☐ ☐







How satisfied would you be with this second outcome?

1 2 3 4 5 6 7 8 9 10

Extremely Dissatisfied Extremly Satisfied

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

For the next question, please use the following scale:

1 2 3 4 5 6

Which face best describes your global satisfaction with this second outcome?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

3. Imagine Yourself in This Second Scenario

Here is the second of three scenarios. Imagine yourself in the situation described. You will be presented with two possible outcomes. Please respond to the questions following each outcome.

Imagine that you attend a weekly worship service with a style of music that you appreciate very much and which you think is very appropriate for your generation. For the last couple of weeks, the worship leader has been introducing songs that you do not think are appropriate because their style is out of place for the people at the service. You decide to mention something to him. Your goals are to make sure that appropriate music is used in the service, to maintain and even strengthen your relationship with the worship leader, to act in a loving, Christ-like way, and to make sure that decisions are made fairly.

First Possible Outcome:

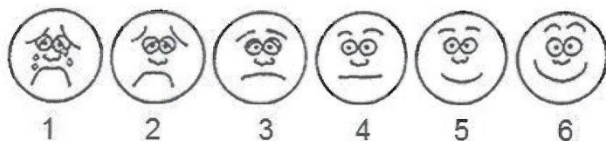
The worship leader decided to go back to the style of music that you believe is appropriate for your generation, but you did not act in a loving, Christ-like way when you discussed it with him.

	Terrible	Bad	Somewhat bad	Neutral	Somewhat Good	Good	Excellent
What is your global evaluation of this outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied would you be with this first outcome?

1	2	3	4	5	6	7	8	9	10
Extremely Dissatisfied									Extremely Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the next question, please use the following scale:



Which face best describes your global satisfaction with this first outcome?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

Second Possible Outcome:

The worship leader decided to go back to the style of music that you believe is appropriate for your generation and you acted in a loving, Christ-like way when you discussed it with him.

Terrible Bad Somewhat bad Neutral Somewhat Good Good Excellent

What is your global evaluation of this outcome? ☐ ☐ ☐ ☐ ☐ ☐ ☐







How satisfied would you be with this second outcome?

1 2 3 4 5 6 7 8 9 10

Extremely Dissatisfied Extremely Satisfied

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

For the next question, please use the following scale:

1 2 3 4 5 6

Which face best describes your global satisfaction with this second outcome?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

4. Imagine Yourself in This Third Scenario

Here is the third scenario. Imagine yourself in the situation described. You will be presented with two possible outcomes. Please respond to the questions following each outcome.

Imagine that you are on the missions committee that is responsible for approving the church's mission budget. This year's proposal (prepared by the pastoral staff) cuts off support for a missionary who is still several years away from retirement, has had an effective ministry, and who has been supported by your church for many years. You decide you need to talk to the pastor about this. Your goals are for the church to keep supporting the older missionary, to maintain and even strengthen your relationship with the pastor, to act in a loving, Christ-like way, and to make sure that decisions are made fairly.

First Possible Outcome:







In the next version of the budget, support for the older missionary was included, but the pastor refused to discuss with you how and why this decision was made.

	Terrible	Bad	Somewhat bad	Neutral	Somewhat Good	Good	Excellent
What is your global evaluation of this outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied would you be with this first outcome?

1	2	3	4	5	6	7	8	9	10
Extremely Dissatisfied									Extremely Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the next question, please use the following scale:

					
1	2	3	4	5	6

Which face best describes your global satisfaction with this first outcome?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

Second Possible Outcome:

In the next version of the budget, support for the older missionary was included and the pastor explained to you how the decision was made in a fair and just way.

Terrible Bad Somewhat bad Neutral Somewhat Good Good Excellent

What is your global evaluation of this outcome? ☐ ☐ ☐ ☐ ☐ ☐ ☐







How satisfied would you be with this second outcome?

1 2 3 4 5 6 7 8 9 10

Extremely Dissatisfied Extremely Satisfied

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

For the next question, please use the following scale:

1 2 3 4 5 6

Which face best describes your global satisfaction with this second outcome?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

5. How You See Yourself

Here are some statements that may or may not be true for you. Please indicate the extent to which you agree or disagree with each statement.

	Disagree strongly	Disagree moderately	Disagree a little	Neither agree or disagree	Agree a little	Agree moderately	Agree strongly
I express myself easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to lead others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I automatically take charge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to convince others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am the first to act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take control of things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait for others to lead the way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let others make the decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not highly motivated to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't come up with new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to be with people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I welcome the opportunity to mix socially with people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer working with others rather than alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find people more stimulating than anything else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd be unhappy if I were prevented from making many social contacts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't respond well to criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My feelings get hurt easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pretty thin skinned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Copy of page: How You See Yourself

Here are some statements about how you may or may not respond in various situations. Please indicate the extent to which you agree or disagree with each statement.

	Disagree strongly	Disagree moderately	Disagree a little	Neither agree or disagree	Agree a little	Agree moderately	Agree strongly
It bothers me when someone doesn't get what they deserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm upset when people don't receive the recognition that they merit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't stand it when someone takes advantage of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's hard for me to get over seeing somebody make a mistake that is costly to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm bothered when I see that some people have fewer opportunities than others to develop their skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel upset when someone is disadvantaged compared to others and doesn't deserve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It bothers me when someone has to work hard for things that come easily to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm disturbed for a longtime if I see someone being treated more kindly than others for no reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It saddens me to see someone criticized for something that others get away with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm outraged when someone is treated worse than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Church Experience

Please answer the following questions.

To what degree are you involved in the following?

	Totally uninvolved	Rather uninvolved	Somewhat involved	Very involved	Extremely involved
Church activities (including the worship service)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church leadership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you serve in your church by doing the following?

	Yearly or less often	Several times per year	Monthly	Several times per month	Weekly	Several times per week	Daily
Writing a letter or email?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a meeting where you take part in making decisions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or leading a meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching, giving a presentation, or leading part of a meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At what age would you say that you became a Christian?

8. Scenario Outcomes.

Think back to the three scenarios at the beginning of the survey and the outcomes that were presented to you.

	No	Yes
Did the children's program director move the starting time back to 7pm as you desired?	<input type="radio"/>	<input type="radio"/>
Did the worship leader decide to go back to the style of music that you believed was appropriate?	<input type="radio"/>	<input type="radio"/>
Was support for the older missionary included in the budget as you desired?	<input type="radio"/>	<input type="radio"/>

9. Demographic Information

How old are you?

My age in years:

What is your level of formal education?

- ☐ Grammar school
- ☐ Some junior high
- ☐ Junior high graduate
- ☐ Some high school
- ☐ High school graduate
- ☐ Some college/Trade or technical school
- ☐ College graduate
- ☐ Masters degree
- ☐ Doctorate

What is your gender?

- ☐ Male
- ☐ Female

What part of the world do you live in?

- ☐ North America
- ☐ Latin America
- ☐ Europe
- ☐ Asia
- ☐ Africa
- ☐ Australia/Oceania

Other (please specify)

How would you identify yourself ethnically? Mark one or more.

- ☐ Black or African
- ☐ White or European
- ☐ East Asian
- ☐ South Asian
- ☐ Middle Eastern
- ☐ Pacific Islander
- ☐ Native North American
- ☐ Latin American

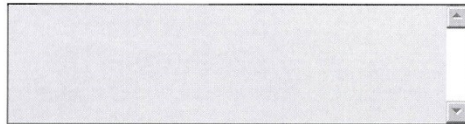
Other (please specify)

10. The Survey Is Now Complete

Thank you for having completed this survey.

Please indicate to which organization you would like us to donate \$5 as a way of thanking you. If you would like the gift to go to a non-profit organization other than one listed here, please provide its name and address.

- ☐ Wycliffe Bible Translators
- ☐ World Vision International
- ☐ WorldVenture
- ☐ Other (please specify)



If you would like to receive a special link to raise money for your preferred non-profit organization by having your friends and family (who attend an evangelical church and consider themselves evangelical Christians) complete this survey, please email David Dunaetz at:

David.Dunaetz@cgu.edu

Include the name and address of the organization for which you would like to raise money. You will receive a link that will lead to a survey that references only your organization as the recipient of a gift. You can send this link to as many people as you would like. For every person who completes that version of the survey, \$5 will be given to the organization. Once the required number of surveys have been completed, the link will indicate that the survey has closed.

If you have any questions about this survey, or if you would like to receive a summary of the results when they are available, please contact David R. Dunaetz by email at David.Dunaetz@cgu.edu or by telephone at (626) 804-3533.

Thank you once again for your participation.

Appendix B

Items Used to Measure Dominance (Goldberg, 2012)

I express myself easily.
I try to lead others.
I automatically take charge.
I know how to convince others.
I am the first to act.
I take control of things.
I wait for others to lead the way. (R)
I let others make the decisions. (R)
I am not highly motivated to succeed. (R)
I can't come up with new ideas. (R)

Note: R indicates reverse scored items.

Appendix C

Items Used to Measure Sociability (Cheek & Buss, 1981)

I like to be with people.

I welcome the opportunity to mix socially with people.

I prefer working with others rather than alone.

I find people more stimulating than anything else.

I'd be unhappy if I were prevented from making many social contacts.

Appendix D

Items Used to Measure Face Threat Sensitivity (White et al., 2004)

I don't respond well to criticism.
My feelings get hurt easily.
I am pretty thin skinned.

Appendix E

Items Used to Measure Justice Sensitivity (Schmitt et al., 2005)

- It bothers me when someone doesn't get what they deserve.
- I'm upset when people don't receive the recognition that they merit.
- I can't stand it when someone takes advantage of others.
- It's hard for me to get over seeing somebody make a mistake that is costly to others.
- I'm bothered when I see that some people have fewer opportunities than others to develop their skills.
- I feel upset when someone is disadvantaged compared to others and doesn't deserve it.
- It bothers me when someone has to work hard for things that come easily to others.
- I'm disturbed for a longtime if I see someone being treated more kindly than others for no reason.
- It saddens me to see someone criticized for something that others get away with.
- I'm outraged when someone is treated worse than others.

Appendix F

Conflict Outcome Scenarios

Scenario	Social Goal	Content Goal Accomplished?	Social Goal Accomplished?	Conflict Outcome Scenario
Children's program	Relationship	Yes	No	"The program director decided to move the starting time back to 7pm, but he spoke to you in a way that hurt your relationship and made you trust him less."
Children's program	Relationship	Yes	Yes	"The program director decided to move the starting time back to 7pm and he spoke to you in a way that built up the relationship and made you trust him more."
Children's program	Relationship	No	No	"The program director decided to keep the starting time at 8pm and he spoke to you in a way that hurt your relationship and made you trust him less."
Children's program	Relationship	No	Yes	"The program director decided to keep the starting time at 8pm, but he spoke to you in a way that built up the relationship and made you trust him more."
Children's program	Identity	Yes	No	"The program director decided to move the starting time back to 7pm, but you did not act in a loving, Christ-like way when you discussed it with him."
Children's program	Identity	Yes	Yes	"The program director decided to move the starting time back to 7pm and you acted in a loving, Christ-like way when you discussed it with him."
Children's program	Identity	No	No	"The program director decided to keep the starting time at 8pm and you did not act in a loving, Christ-like way when you discussed it with him."
Children's program	Identity	No	Yes	"The program director decided to keep the starting time at 8pm, but you acted in a loving, Christ-like way when you discussed it with him."
Children's program	Process	Yes	No	"The program director decided to move the starting time back to 7pm, but he refused to discuss with you how and why this decision was made."
Children's program	Process	Yes	Yes	"The program director decided to move the starting time back to 7pm and he explained to you how the decision was made in a fair and just way."
Children's program	Process	No	No	"The program director decided to keep the starting time at 8pm and he refused to discuss with you how and why this decision was made."
Children's program	Process	No	Yes	"The program director decided to keep the starting time at 8pm, but he explained to you how the decision was made in a fair and just way."

Scenario	Social Goal	Content Goal Accomplished?	Social Goal Accomplished?	Conflict Outcome Scenario
Music style	Relationship	Yes	No	“The worship leader decided to go back to the style of music that you believe is appropriate for your generation, but he spoke to you in a way that hurt your relationship and made you trust him less.”
Music style	Relationship	Yes	Yes	“The worship leader decided to go back to the style of music that you believe is appropriate for your generation and he spoke to you in a way that built up the relationship and made you trust him more.”
Music style	Relationship	No	No	“The worship leader decided not to go back to the style of music that you believe is appropriate for your generation and he spoke to you in a way that hurt your relationship and made you trust him less.”
Music style	Relationship	No	Yes	“The worship leader decided not to go back to the style of music that you believe is appropriate for your generation, but he spoke to you in a way that built up the relationship and made you trust him more.”
Music style	Identity	Yes	No	“The worship leader decided to go back to the style of music that you believe is appropriate for your generation, but you did not act in a loving, Christ-like way when you discussed it with him.”
Music style	Identity	Yes	Yes	“The worship leader decided to go back to the style of music that you believe is appropriate for your generation and you acted in a loving, Christ-like way when you discussed it with him.”
Music style	Identity	No	No	“The worship leader decided not to go back to the style of music that you believe is appropriate for your generation and you did not act in a loving, Christ-like way when you discussed it with him.”
Music style	Identity	No	Yes	“The worship leader decided not to go back to the style of music that you believe is appropriate for your generation, but you acted in a loving, Christ-like way when you discussed it with him.”
Music style	Process	Yes	No	“The worship leader decided to go back to the style of music that you believe is appropriate for your generation, but he refused to discuss with you how and why this decision was made.”
Music style	Process	Yes	Yes	“The worship leader decided to go back to the style of music that you believe is appropriate for your generation and he explained to you how the decision was made in a fair and just way.”

Scenario	Social Goal	Content Goal Accomplished?	Social Goal Accomplished?	Conflict Outcome Scenario
Music style	Process	No	No	“The worship leader decided not to go back to the style of music that you believe is appropriate for your generation and he refused to discuss with you how and why this decision was made.”
Music style	Process	No	Yes	“The worship leader decided not to go back to the style of music that you believe is appropriate for your generation, but he explained to you how the decision was made in a fair and just way.”
Budget	Relationship	Yes	No	“In the next version of the budget, support for the older missionary was included, but the pastor spoke to you in a way that hurt your relationship and made you trust him less.”
Budget	Relationship	Yes	Yes	“In the next version of the budget, support for the older missionary was included and the pastor spoke to you in a way that built up the relationship and made you trust him more.”
Budget	Relationship	No	No	“In the next version of the budget, support for the older missionary was still not included and the pastor spoke to you in a way that hurt your relationship and made you trust him less.”
Budget	Relationship	No	Yes	“In the next version of the budget, support for the older missionary was still not included, but the pastor spoke to you in a way that built up the relationship and made you trust him more.”
Budget	Identity	Yes	No	“In the next version of the budget, support for the older missionary was included, but you did not act in a loving, Christ-like way when you discussed it with the pastor.”
Budget	Identity	Yes	Yes	“In the next version of the budget, support for the older missionary was included and you acted in a loving, Christ-like way when you discussed it with the pastor.”
Budget	Identity	No	No	“In the next version of the budget, support for the older missionary was still not included and you did not act in a loving, Christ-like way when you discussed it with the pastor.”
Budget	Identity	No	Yes	“In the next version of the budget, support for the older missionary was still not included, but you acted in a loving, Christ-like way when you discussed it with the pastor.”
Budget	Process	Yes	No	“In the next version of the budget, support for the older missionary was included, but the pastor refused to discuss with you how and why this decision was made.”
Budget	Process	Yes	Yes	“In the next version of the budget, support for the older missionary was included and the pastor explained to you how the decision was made in a fair and just way.”

Scenario	Social Goal	Content Goal Accomplished?	Social Goal Accomplished?	Conflict Outcome Scenario
Budget	Process	No	No	“In the next version of the budget, support for the older missionary was still not included and the pastor refused to discuss with you how and why this decision was made.”
Budget	Process	No	Yes	“In the next version of the budget, support for the older missionary was still not included, but the pastor explained to you how the decision was made in a fair and just way.”